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ABSTRACT

The four issues in this newsletter volume present information on the status and education of women. The focus of issue 1 is on gains women have made in higher education, including enrollment and faculty and administrator positions. Issue 2 focuses on what is called "The Complex Salary Equation" and discusses salary issues and the working conditions of women in academia. Issue 3 focuses on coeducation and the educational environment for women in higher education today. Issue 4 explores how feminist studies have transformed higher education and examines some of the newest issues in the field. Each newsletter also offers brief articles about various women's issues, including gender discrimination, campus issues, and women's studies. Each issue also contains a "For Your Bookshelf" list of resources. (SLD)

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On Campus with Women

Susan Reiss, Editor

v28 n1-4 Fall-Sum 1998-1999

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on campus women

volume 28

number 1

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A Design for the Future



Redesigning a publication involves more than a new layout. It leads to deeper, harder edged questions. That was certainly the case with the new *On Campus with Women*. The Program on the Status and Education of Women (PSEW) was established over a quarter of a century ago. In 1998, what are the issues for women on campus and how should they be framed in light of all we have learned?

When PSEW began, we were just developing the language to describe the condition of women. "The chilly climate for women" was the phrase Bernice Sandler, PSEW's founding director, coined to describe the sense women felt as intruders working and studying on campuses never constructed with their interests in mind. Women's studies didn't exist when the Equal Pay Act was passed, Yale or Harvard hadn't yet admitted women, and Title IX hadn't yet been invented.

But that was decades ago. Today, only a handful of colleges are all male. Women are the majority of students in higher education. Women's studies is an established interdisciplinary field and has influenced many other disciplines. Women faculty now number close to one-third of the faculty and women hold 16% of the presidencies.

What Have We Learned?

Gender matters and we need to pay attention to it. There has been progress for women, but not enough. Like race, it is a mistake to assume everything will take care of itself on its own over time. Virginia Valian, interviewed on p. 4, argues that it is more difficult to talk about current

inequalities because they are harder to see, subtler in form, and often seemingly insignificant when taken singly. It's the accumulation of these micro-inequities that lead to persistent discrimination. What helps us avoid reinscribing inequality is understanding gender as a set of ideas that can unconsciously influence our thinking whether we are men or women. Instead of assuming gender doesn't or shouldn't matter, we would do better to examine ways in which it actually does.

What's good for women is generally good for most people. New scholarship on women and gender has invigorated academic disciplines. More student-centered teaching has improved the quality of learning for everyone. Day care centers, family leave policies, and grievance procedures for sexual harassment have created a more humane working environment for both men and women.

Every issue is a woman's issue. Today, women possess knowledge the academy needs as it faces difficult challenges: doing more for less; reconceiving operational relationships between discrete divisions; improving the quality of teaching and the success of students; cultivating social responsibility and civic engagement in an increasingly diverse democracy; preparing students for the workforce and for an interdependent global world. Women have a long history of strengthening infrastructures in communities, typically have established relations across divisional boundaries, invest generously in student development both in the classroom and out, have been the leaders of curriculum reform and diversity work disproportionate to their numbers, and with the emergence of the global women's movement have new insights into the complex, intertwined fates between countries.

PSEW is happy to unveil our new design for *On Campus with Women*. But we await with even more anticipation the new configuration

of higher education possible because women are on campus, exerting leadership to invent an even better academy. We invite you as partners to subscribe to OCWW or encourage others to do so. Visit our website to see how to participate in PSEW activities. Together, we can continue to create the academy for the new century and improve the lives of women both in and outside its doors.

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women's leadership

Assessing Gains for Women Presidents

At colleges and universities across the country, women and minorities are holding more presidencies than in previous years, but white men continue to account for the largest number of college presidents according to *The American College President* by Marlene Ross and Madeleine Green of the American Council on Education (ACE). "The gap is narrowing between the number of men and women presidents, but it is unlikely that women will achieve parity in the near future," the report concludes.

Ross and Green note that by examining the similarities and differences between personal characteristics and career preparation of men and women, more can be learned about what factors lead to advancement. "Such information can be used to anticipate future employment trends and to determine if intervention measures might help more women attain top positions at colleges and universities."

While the number of female presidents increased by 61% between 1986 and 1995, women continued to hold fewer than one in five presidencies. Approximately 16.5% of college presidents in 1995 were women, up from 9.5% in 1986. Women made up an even greater proportion (22%) of new appointees—presidents who had assumed their positions since 1991.

The data suggests that women were less likely than men to serve in more than one presidency. Just over 13% of women were serving in their second consecutive presidency, compared to 21.3% of men, while 4.9% of women were in their third presidency, compared to 8.5% of men.

Women of Color

Ross and Green found that between 1986 and 1995, the number of African American women serving as presidents increased from 9 to 32. In 1986, women made up only 7.4% of African American presidents; by 1995, almost 25% of African American presidents were women. Just over 84%

of African American women lead public institutions. Nearly half were presidents of public community colleges, and 31.2% led public master's institutions. Hispanic/Latina women lost ground between 1986 and 1995. The number of women serving as president dropped from 12 to 9. Only 13.4% of Hispanic/Latino presidents in 1995 were women, down from 21.8% in 1986. Approximately 2% of all female presidents were Hispanic/Latina in 1995, down from 5% in 1986. According to the ACE report, Asian American women presidents "were especially uncommon at colleges and universities." In 1995, only four Asian American women served as presidents, up from two in 1986. The number of American Indian women presidents remained unchanged at two for the study period.

The "Traditional" Female President

The increase in the number of women serving as president (235 compared to 379) between 1986 and 1995, caused changes in the profile of the "traditional" woman president, note Ross and Green. For example, while women served fewer years in office than their male counterparts, the average length of service for women presidents in 1995 had increased from 4.9 years to 5.4 years. More women served at all types of institutions, but women made the greatest strides at two-year colleges, doctorate-granting institutions, and master's institutions.

Between 1986 and 1995, the number of women presidents at two-year colleges grew from 74 to 148. Women account for 25% of all presidencies at two-year colleges. During the same time period, the number of women leading doctoral institutions jumped from 8 to 22. The ACE study points out that although the number of women heading doctoral institutions nearly tripled, only 12% of the public doctoral institutions and 6% of independent doctoral institutions had women presidents. At master's institutions, the percentage of women in presidencies increased from 10% to nearly 19%.

In 1995 women presidents were more likely to be members of a minority group than in 1986. The report attributes this gain to the increase in the number of African-American women presidents. More than 8% of women presidents were African American in 1995, up from 3.9% in 1986. Asian Americans and American Indians each accounted for 1% of women college presidents in both 1986 and 1995. The proportion of women presidents who were Hispanic/Latina decreased during the period, from 5.1% to 2.4%.

The following findings illustrate the differences between women presidents in 1986 and 1995. In 1995 the population of women presidents was:

- Aging. Only about one-third of the women heading colleges and universities in 1995 were less than 50 years old.
- More likely to be married.
- Less likely to be Roman Catholic or a member of a religious order.
- More likely to have earned her highest degree in education and less likely to have studied the humanities/fine arts.
- More likely to have come from a different institution.

Presidents by Sex and Race or Ethnicity: 1995

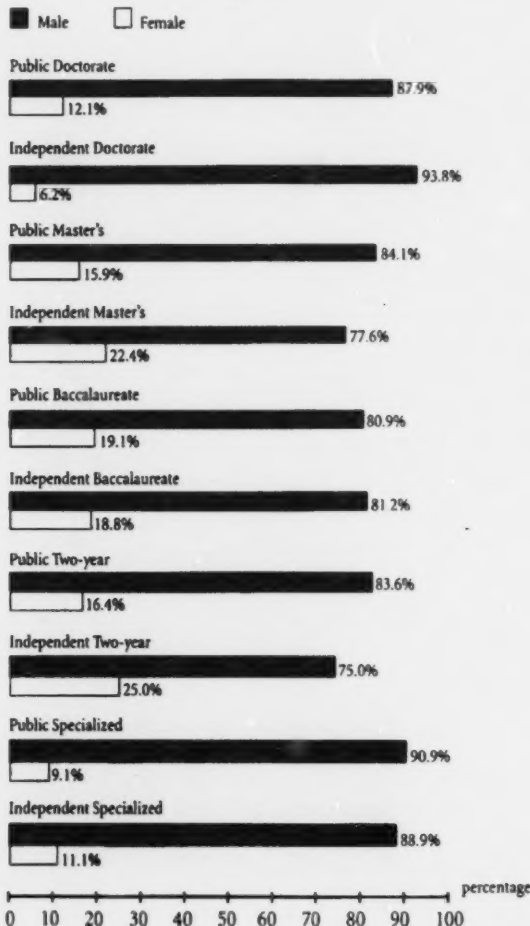
Category	Number	Percent
Women	379	16.5
Men	1,918	83.5
African American	134	5.9
Asian American	19	0.8
Caucasian	2,049	89.3
Hispanic/Latino	67	2.9
American Indian	19	0.8
No response	9	0.3
Total	2,297	100.0

The American College President 1998 Edition

- More often reported to a system head.
- Less likely to be a member of the governing board with full voting rights.
- Less likely to be a member of external advisory boards.

In addition to providing information on women presidents, the ACE report profiles minority presidents, provides statistics on presidents by institutional type, discusses presidential career paths, and offers personal data such as age, marital status, and religious affiliation. Copies of the report are available from ACE for \$25. Contact ACE Fulfillment Service, Dept. 191, Washington, DC 20055-0191.

Sex of Presidents by Institutional Type 1995



The American College President 1998 Edition

Cross-generational leadership: Grooming a successor

A conversation shared between two women raised in different times holds surprises, realizations, and wisdom. When those women move beyond conversation to shared skills and work, their collaboration can enhance and strengthen the fabric of women's organizations. At the Women's Research and Education Institute (WREI), an organization founded to provide information to Congress on the status of women, such a collaboration is doing just this.

For more than 20 years, Betty Dooley has headed WREI, and when she began to consider retirement several years ago, she wanted to ensure WREI's mission would continue. To do so she needed someone who could learn the practical aspects of running WREI, but would also bring her own vision to the organization. That someone was Shari Miles, currently WREI's executive director. Miles journey to the top of WREI began six years ago as a WREI Fellow, after which she became director of Education and Training.

OCWW asked Dooley and Miles to reflect on their partnership and how each generation can benefit from the collaboration across generational lines.

Providing opportunities for younger women

"It's important for senior women to provide opportunities for younger women to advance for two reasons," says Betty Dooley. "First there is a danger at any age to become fixed in our ideas. It's important to put younger women in decision making positions so we must listen to them and their ideas. Second, for senior women, our contacts tend to be from within our generation. It's like affirmative action, we must go beyond our easy group. For women's issues we must broaden the pool. There's nothing deadlier than exclusivity.

"When working with someone who will succeed you, the idea is to create a partnership more than a take-over. You have to work out details such as 'Here's where the money is,' or 'This is how we do things.' With Shari, she was a WREI fellow and eventually directed that program, so I was able to see how she worked and I admired her character and ethics. "It can be a gamble. You have to use your best judgement in giving people responsibility. Be ready to nurture them, advise them, and listen to problems that arise. I have some skills that have been honed and Shari has another set of skills and thinks differently. I'm confident that the organization will carry on when I leave."

Learning from experience

"It's so hard for women to gain power in this country and this city [Washington, D.C.]. It's also hard for them to relinquish power," says Shari Miles. "Betty Dooley, however, is very good at giving a long-term view. One of the reasons I was able to advance was the sheer amount of work

Continued on page 16

women's leadership

Professional Advancement: Why So Slow? An Interview with Virginia Valian



Virginia Valian

In her new book *Why So Slow?* (MIT Press) Virginia Valian, a professor of psychology and linguistics at Hunter College and the CUNY Graduate Center, uses concepts and data from psychology, sociology, economics, and biology to explain the disparity in the professional advancement of men and women. *OCWW* recently interviewed Valian about her theories on the progress of women in the workplace.

OCWW: Having reviewed the great number of studies and work in the area of advancement for women, what stands out as the biggest hurdle that we still need to overcome to achieve parity with men?

Valian: Although that's a very natural way to pose the question, I think we need to look at the situation of men and women in the workplace somewhat differently. There is no single biggest problem. We're usually able to notice "big" problems, but the small daily situations in which men are overvalued and women are undervalued are hard to see. To the extent that there's a single problem, it's the problem of evaluation.

OCWW: Based on your own experience, why does this hurdle still exist? What can be done to eliminate it?

Valian: In *Why So Slow?* I interweave two concepts: gender schemas and the accumulation of advantage. Our gender schemas represent men as capable of independent action, instrumental, and task-oriented. Our schemas represent women as nurturant, communal, and expressive. The former sort of person meshes better with our notions of what it takes to

be a professional success. So when we see a particular performance by a man, we are likely to rate it as more successful than that same performance by a woman. Not every man, not every woman, not every time.

But often enough to give a man an edge over a woman. A man can accumulate advantage more easily than a woman; he can have his accomplishments noticed and rewarded more easily. To eliminate the problem of incorrect evaluations, we can teach people how to evaluate others more fairly and more accurately. We can also put into place practices which are likely to counteract the effects of gender schemas, such as making sure that those at the top of an institution legitimate the authority of women leaders as much as men leaders. *Why So Slow?* suggests a number of remedies.

OCWW: You say in *Why So Slow* that "women in academia are substantially under-rewarded. They are paid less, promoted more slowly, and tenured more slowly." Why should women pursue an academic career? How will their presence alter the current system?

Valian: Academia isn't Alcatraz! It's not as if women are substantially better off in other professions. Women are under-rewarded across the board. Women will pursue

academic careers for the same reasons men do: it's the best setting in which to develop intellectual ideas, pursue research, discuss findings and theories with others, and teach students how to understand and interpret their world. The sheer addition of numbers of women in academia will help matters, because the more women there are, the more likely it is that we will come to see academic life as a gender-neutral life. But we need more than numbers. We need to educate people about how evaluations work to disadvantage women.

OCWW: In your book, you point to areas, for instance, humanities and sciences, and reasons, such as status structure, why women are making only incremental progress. What institutions can be held out as models from whom others can learn where women are flourishing or at least where some of the issues you mention are being addressed?

Valian: There isn't much by way of published data to draw on. But the Johns Hopkins University School of Medicine stands out as a place that actively and successfully committed itself to increasing the numbers of female associate professors. Their example shows that institutions can change the status of women simply by using a common sense approach to determining what the problems are and what effective solutions would be. Institutions could be even more effective, I think, if they took advantage of the scientific literature and understood how gender schemas and the accumulation of advantage work.

OCWW: How do you get people to "buy into" the idea of gender schemas and the psychology of why women stagnate? People have said that the issue

of men's ability to advance vs. women's ability is so basic and rooted in biology, that no one will be able to come up with a way to overcome the disparity. What do you think?

Valian: I address the role of biology in two chapters of *Why So Slow?* We do a disservice to our biological knowledge by treating biology as a controller of people's behavior. Biology may predispose and motivate; we know of no cognitive or personality examples where it controls. Even in areas where biology has an obvious role in sex differences, like voice pitch, there are cultural differences in how big those sex differences are. Behavior and cognition are malleable. Within limits, to be sure, but at present we have little idea of what those limits are. It makes more sense to investigate how cognitive, social, economic, and other factors operate in conjunction with biology than to try to give biology a role it cannot fill.

OCWW: *What can faculty members and administrators do to help women achieve parity with men in academia and to reduce or eliminate the imbalances that add up to disparity? How can they ensure that their efforts will result in action and not just lip service?*

Valian: The up side to a multifaceted problem is that there are lots of areas in which we can make changes. We can teach people to become better evaluators. We can teach people how gender schemas work and the situations in which they are likely to make incorrect judgments because of those schemas. We can teach people about the importance of even small instances of bias. We can alter the rewards within institutions so that those who staff the gateways are motivated to recognize and support female and male leaders equally.

OCWW: *What can men, in particular, do to improve parity of their female counterparts?*

Valian: A major problem that any in-group has when faced with complaints about under-representation of out-groups is defensiveness. I think it will be helpful if men understand that their perceptions are largely shared by women. There simply are many more men than women in positions of authority, so that more men than women are in a position to materially help or hurt women. That knowledge may help men be

more open to understanding what errors they are likely to make in judging others and to take steps to limit those errors. For example, men (and women) can remind themselves before a meeting that they are likely not to hear a suggestion made in a meeting by a woman. They are likely to think women cannot handle as much professional responsibility as men. They are more likely to pass on useful information to men than women.

OCWW: *Although more women in the pool can improve women's chances of advancing, women who've "made it" often don't have the time or desire to help other women. How would you respond to that statement and what can be done to change this?*

Valian: It's partially the influence of gender schemas that makes us think that senior women "should" help junior women. We expect women to be nurturant and helpful. If they aren't, we are critical of them because they're not matching our schema for women. If they are, we don't particularly notice it because they are simply behaving as we expect them to. And the converse holds for our perceptions of senior men. If they aren't helpful or nurturant, we don't notice it because we didn't expect them to be so to begin with. If they are, we particularly praise them. It is in women's interest to create institutions in which their advancement does not depend on the presence of an individual who will give them useful information, advice, and patronage. We need institutions in which each person has equal access to knowledge about how to advance.

OCWW: *Do you envision a time when women will have achieved parity with men in academia and if so, what needs to happen to achieve parity?*

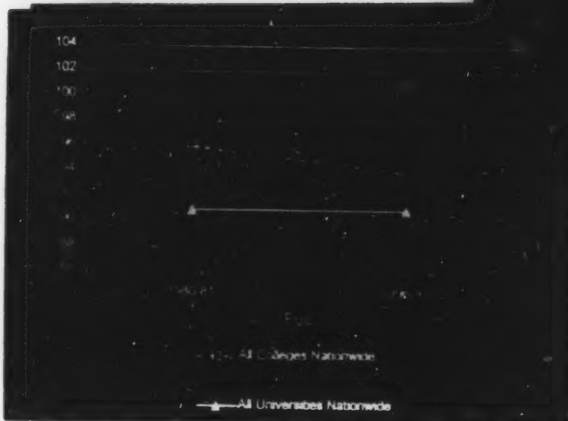
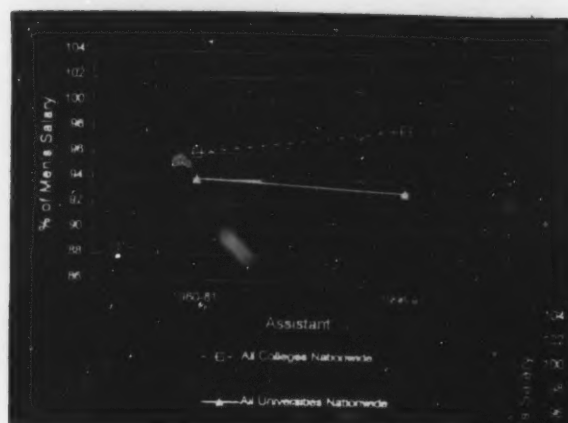
Valian: Women and men have the same basic desire to perform

meaningful, satisfying work; academia offers a good setting for the fulfillment of that desire. I think academics committed to meritocracy will come to see that we need a more comprehensive understanding of who succeeds and why, an understanding that capitalizes on the research in psychology, sociology, and economics. Academics, because of their training, are in a good position to make use of that research and develop solutions based on it.

Our gender schemas represent men as capable of independent action, instrumental, and task-oriented. Our schemas represent women as nurturant, communal, and expressive. The former sort of person meshes better with our notions of what it takes to be a professional success. So when we see a particular performance by a man, we are likely to rate it as more successful than that same performance by a woman. Not every man, not every woman, not every time.

what the numbers suggest

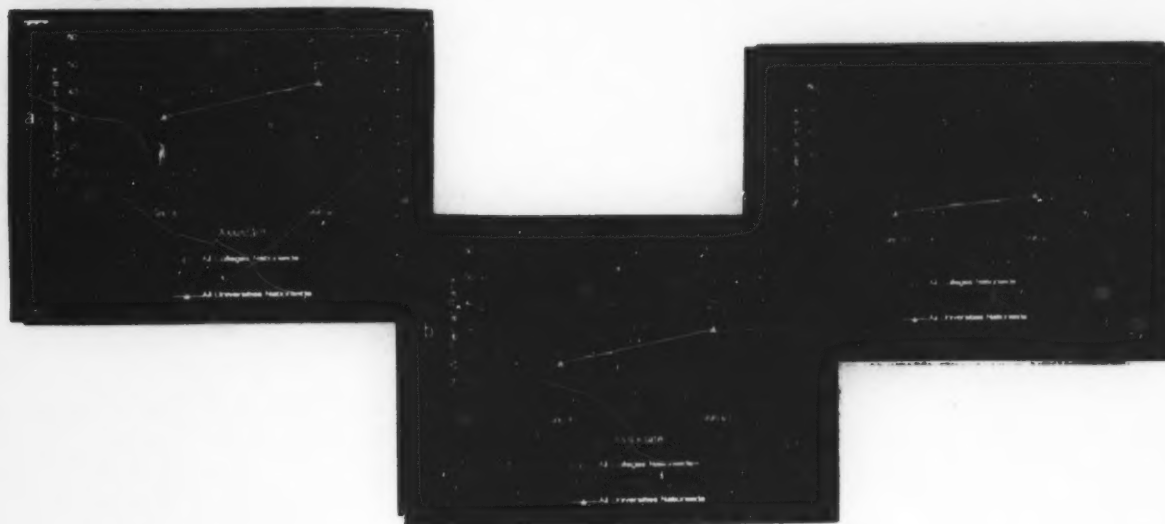
The following graphs illustrate how women are fairing in academe with regard to salary, rank, and tenure compared to men. Graphs and quotations from *Why So Slow?* by Virginia Valian, MIT Press, 1998. Valian concludes that progress for women has been mixed in salaries, rank, and tenure as described in text under each graph. Overall she asserts that "...women remain over-represented at the bottom and at the margins and underrepresented at the top, though less extremely so than in the past."



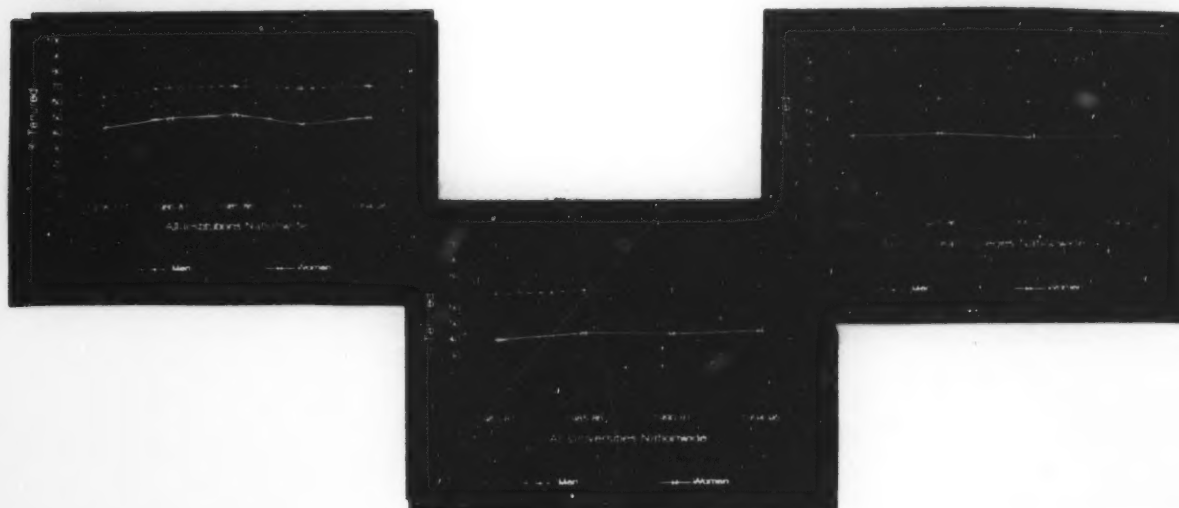
Progress between 1980-81 and 1996-97 in percent women earned of men's salary: universities and colleges nationwide. (Data from AAUP, 1981, 1997). "For example, the very youngest male and female professors in the humanities were on par in 1993, which represents clear progress compared to the 1980s. For those more than five years post-Ph.D., women's salaries continue to lag behind men's. For scientists and engineers there has been less progress: younger and older women alike are still paid less well than their male peers."

what the numbers suggest

Progress between 1980-81 and 1996-97 in percent women at each professorial rank: universities and college nationwide. (Data from AAUP 1981, 1997). "The percentages of women at all tenure-track ranks at both universities and colleges were greater in 1996-97, than in 1980-81. At the same time, however, there were more women in marginal positions than ever before. Compared to men, women are still much more likely to hold marginal jobs or to be involuntarily unemployed."



Percent men and women with tenure at all institutions nationwide. (Data from AAUP 1981 and from Digest of Education Statistics, 1992, 1996). "Since 1976 there has been zero progress in closing the tenure gap between men and women. Although the percentage of women who are tenured increased from 44% in 1976 to 50% in 1994, the tenure rate of men also increased, from 64% to 71%. . . . Since 1980 there has been a consistent gender gap of 28 percentage points at universities and 22 percentage points at four-year colleges [National Center for Education Statistics 1992, 1996]."



women's learning: new research

Redefining Law School Education

Women participate more freely in small classes taught by women at non-elite law schools according to a recent study by the American Bar Foundation. The study, which also dealt with the impact of race in law school classrooms, offers strong evidence of the need to alter the way law is taught in the U.S.—a much debated idea in the legal community.

Elizabeth Mertz, a research fellow at the American Bar Foundation, and her colleagues Wamucii Njogu and Susan Gooding, also found that while women participated less in classrooms taught using the Socratic method, they did better in extended dialogues in those classrooms than they did in shorter, more informal dialogues. Men generally spoke more in classes taught by male professors. The research was published in the March 1998 issue of *Journal of Legal Education*. The work compares classrooms across a range of law schools that differ in status, geographic location, and student/professor profiles.

A Systematic Approach

"This is the first study to look at race and gender in the law school classroom in such a systematic manner," says Bryant Garth, director of the American Bar Foundation. "In an arena of passionate beliefs, these sophisticated theoretical and empirical findings should move the debates to a place that will finally permit productive discussion—and corroborative research that can build on this pioneering work."

When Mertz and her colleagues began their research in 1991, they decided they would use both quantitative and qualitative methods to examine student speech. Among their additional findings:

- School status may be an important factor in defining the role of student participation as a key element of a law school's local culture.

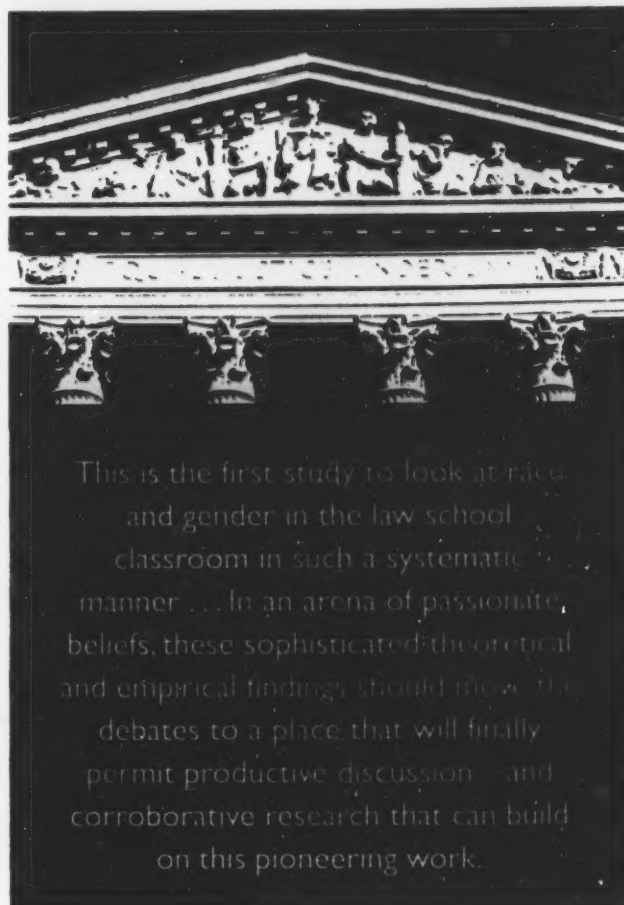
- Female students were less likely to volunteer than their male peers and were even less apt to volunteer if the professor was female.
- The most gender-skewed class in favor of men was taught by a woman in an elite school, and
- Male students spoke more frequently and for longer periods of time than did women in the six classrooms taught by men and one of the classes taught by a female professor.

The professors in the study included three women and five men; six white and two of color. Two of the eight law schools were ranked elite,

one prestigious, two regional (state schools), and three local (including one night school class). To produce the information used in the Mertz study outside observers taped, coded, transcribed, and analyzed data from first-semester Contracts classes at eight law schools. The transcripts, tapes, and in-class coding were used to create a database that tracked specific elements of each turn taken by members of a class including the race and gender of the speaker, the amount of time each person took, and whether the speaker was called-on or volunteered. Coders then read through each semester of transcripts to create an overall account of interactions in each classroom. The study's qualitative findings, which illustrate common elements in law school training, were reported in *Language Ideologies* in an article titled "Linguistic Ideology and Praxis in U.S. Law School Classrooms."

Based on a three-part model developed to analyze classroom language, Mertz, Njogu, and Gooding concluded that the

"standard legal language" taught in law school classrooms diverts students' attention from systematic consideration of social context, history, race, gender, and class. "It's really important to do careful excavation of the findings before blanket recommendations are made on how to alter legal education," says Mertz, who, in addition to holding a J.D. has a Ph.D. in anthropological linguistics. "In general these results demonstrate that we must pay attention to the cultures created in schools and classrooms."



campus climate

Administrators: Negotiating the Closet



Betsy Metzger

awareness and continual assessment of how to communicate their identities.

According to a new study "Negotiating the Closet: Cultural Identity Enactment and Communication

Practices of Lesbian Administrators in Higher Education," by Betsy Metzger, assistant director of HERS, Mid-America, communication practices of lesbian administrators are "deeply personal and idiosyncratic."

After compiling material from interviews with 55 lesbian administrators from across the country, Metzger developed a model of the decision/communication process these women tend to follow (see Fig. 1). "I didn't find there were patterns that one might expect in such categories as age, ethnicity, or geographic location, but I did find there was a general pattern of decision making exhibited by lesbian administrators in

When you walked into your office today, did you wonder how your colleagues would respond to you? Or did you decide not to mention an anecdote about last night's dinner because it may reveal your sexual orientation? For university administrators who are also lesbians, every professional and personal situation requires self-

how they communicate about their lesbianism," explains Metzger. Regardless of rank, each administrator indicated that she had to go through a decision making process; the variables involved in that process are illustrated in Figure 1.

The first step in the decision/communication process is self-acknowledgement of the lesbian's preference for women. Next, she must decide how open she will be in her interactions with others, especially in the workplace. According to Metzger, many factors enter into the decision including the administrator's background and inclinations about sharing information about her personal life, her status as single or partnered, and what she has learned from other lesbians about how open to be. "She may

make a general decision that impacts all of her interactions or she may make individual decisions in particular situations and contexts," says Metzger.

The women of color Metzger interviewed for her study especially feel tensions around conflicting identities.

"Lesbians of color often feel more pressure because of the challenges they face inhabiting multiple communities," says Metzger. "For example, African Americans note that they often have to deal with homophobia within their ethnic community as well as racism in the white lesbian community. Jewish women note that the pressure to procreate sometimes

adds to their struggle."

While the body of literature on lesbian administrators is meager, Metzger is hopeful that more studies will be done. "One thing that is clear is that lesbians want to be acknowledged as multifaceted human beings with multiple identities, not seen only as lesbian and stereotyped accordingly. Being open is a calculated risk, but one that more women administrators are choosing to take," she says.

I have this inner dialogue. Sometimes I'm courageous, sometimes I'm not ... Ultimately what I want is communications. And so I may make different choices at different times ...

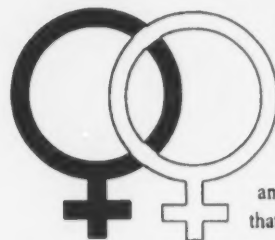
A participant in Metzger's "Negotiating the Closet" study



Figure 1

campus workplace

Taking a Stand for Domestic Partner Benefits



Health benefits, tuition remission, discounts at sporting and cultural events, and the use of recreation facilities. These benefits, long available to married couples, are gradually becoming available to gay and lesbian couples. Finding a campus that offers domestic partner benefits is not yet common, but more now see domestic

partner benefits as a cost-effective benefit that aids in retaining top faculty and staff. "If you decide to provide domestic partner benefits, the fear is that it will be costly," says Mary Gray, professor of mathematics at American University. "But partner benefits don't involve much money."

Understanding the political and practical ramifications of domestic partner benefits doesn't guarantee implementation, but it provides a strong framework on which to build a case for these benefits. This article looks at the situation at the University of Maryland and American University.

The Case at the University of Maryland

As Vicky Foxworth describes the push for domestic partner benefits at the University of Maryland, the coalition favoring domestic partner benefits should have been successful. The group did their homework and built a solid infrastructure on campus. They outlined the legal hurdles that

Building a Case for Domestic Partner Benefits

While the suggestions below can be carried out by staff and faculty, it helps to have the cooperation of top administrators.

- Find out what other institutions are doing regarding domestic partner benefits.
- Define terms and develop policies.
- Examine costs associated with the benefits; for example, provide detailed list of the cost of using facilities such as the library and athletic facilities.
- Discuss the issues with the institution's health insurance carrier.
- Talk face-to-face with faculty, staff, and Board members to build consensus.

Domestic Partner Benefits Web Site

For a listing of schools that offer domestic partner benefits visit <http://buddybuddy.com/d-p-col.html>

might arise, obtained letters of support from offices that would provide services, and gained support from the campus Senate and the university president. A report on partner benefits, written by a task force, established by the Regents, agreed that benefits such as health insurance, tuition remission, library privileges, and day care should be extended to domestic partners.

However, when the Board of Regents voted on the issue in 1997, they voted no on all proposals to extend partner benefits. The only proposal they voted yes on was to include sexual orientation in the code for all 13 University of Maryland system universities and colleges. Reflecting on the campaign for benefits, Foxworth, an organizational development specialist in the Office for Continuing Quality Improvement and former chair of the Lesbian, Gay, Bisexual Staff and Faculty Association, emphasizes the need to build relations with the Regents and state legislature. "I think our strategy on campus was effective, but we didn't know most of the people on the Board of Regents," she explains. "We also didn't have any heavy hitters on our side in the Maryland House and Senate."

Framework for the future

Despite the Regents' negative vote, Foxworth views the domestic partner benefit effort as important to improving the quality of campus life for domestic partners. Because of the groundwork laid by the work of Foxworth and others, the University of Maryland now has a full-time coordinator of lesbian, gay, bisexual, and transgender equity. The university also now has a presidential commission on lesbian, gay, bisexual, and transgender issues as a result of the push for equitable benefits and recently a lesbian, gay, bisexual, and transgendered alumni group formed.

In addition, prior to the Regents' vote, the University of Maryland system formed a lesbian, gay, bisexual faculty/staff group that focuses on these issues. "Although we still don't have domestic partner benefits, we shouldn't discount Maryland's system-wide nondiscrimination policy which includes sexual orientation," notes Foxworth. Such a policy was passed by the University of Maryland Campus Senate in 1992 (affecting only the flagship campus in College Park), but the five-year push for domestic partner benefits resulted in a system-wide policy.

Foxworth advises others at public institutions interested in promoting and providing domestic partner benefits to build a broad coalition of support on a state level, especially at a public institution. "I think it's harder for a public institution to do this [domestic partner benefits] because the legislature controls the institution's funding. Private institutions don't have to worry, in the same way, about public accountability," Foxworth says. She adds that members of the lesbian, gay, bisexual, and transgender community at the University of Maryland have taken leadership positions with the Free State Justice campaign, Maryland's statewide civil rights group, so the next time domestic partner benefits come up for a vote, a stronger foundation of statewide support will have been laid.

Luke Jensen, the University's coordinator of gay, lesbian, bisexual, and transgender affairs, who took office when the position became effective July 1 of this year, says the university is interested in developing a campus environment where all are welcome. When might the University of Maryland move again on the issue of domestic partner benefits? "I think people are waiting for the outcome of the November election and word from Annapolis," says Jensen.

"This is an issue that's simmering on campus especially since the new rec center opened last spring." Spouses may use the facility but not domestic partners.

Jensen describes domestic partner benefits as a cost-effective way to keep faculty and staff happy. "We recently had a case in which a faculty member had an offer by another institution which offered domestic partner benefits and our institution had to offer more money in lieu of the domestic partner benefits," says Jensen.

American University's Experience

American University, a private institution in Washington, D.C., was one of the first schools to provide domestic partner benefits. Prompted by a faculty-driven initiative in the early 1990s, AU pursued domestic partner benefits despite a less than welcoming environment. The keys to success were the actions of interim president Elliott Milstein and interim provost Ann Ferren and the school's non-discrimination clause which provided a framework that helped shape the decision making process.

Milstein and Ferren clearly defined what was meant by "domestic partner," met with the benefits committee to discuss the issue, and performed a cost analysis of providing benefits. "We used as a reference point the fact that we were providing a solution to a problem that gay people didn't create," says Milstein, now a law professor at AU. Limiting who could participate in the domestic partner benefit program simplified the process. "Marriage is a legal relationship that permits legal benefits," says Milstein. "Heterosexual couples can avail themselves of benefits through this union, but have chosen not to do so. Homosexual couples cannot." The non-discrimination clause helped spur discussion as to whether AU's policies and programs were in synch.

Established in 1993, AU's domestic partner benefit program applies only to same sex couples and their children and entitles these couples to all benefits offered to spouses of faculty and staff. Those participating in the domestic partner program sign an affidavit of domestic partnership, but are not required to give evidence of their union. "This program is no more difficult to administer than other programs," says AU Benefits Specialist Markonette Brown. "Sometimes heterosexual couples who aren't married get upset that they can't get benefits."

The Impact of Partner Benefits

"This is an issue that is moving forward nationally, but now people who've been involved are seeing the pros and cons of the issue," says Maryland's Jensen. One of those cons involves the tax implications of domestic

Rhonda's Story

Rhonda Williams is an associate professor of African American Studies at the University of Maryland. Her partner is working on her undergraduate degree at the school. Williams became frustrated with the absence of domestic partner benefits such as health insurance and tuition remission and last year went looking for a job. She considered, in particular, schools that provided domestic partner benefits.

"On the job market, when you approach institutions with these kinds of desires, some people are willing to work with you," says Williams, who received one substantive offer. "We thought long and hard when I was offered a job at a small state institution that was in a white town," explains Williams. She and her partner, who is white, decided not to accept the offer because they felt they and their sons, who are African American, would be adversely impacted. "We felt we would be trading up monetarily, but down racially." Williams spoke with her dean at Maryland and with then president Brit Kirwan and was offered a pay raise. She decided to stay at the College Park campus because "there are many things of value but benefits are still a real issue. I have a high-tier bourgeois health package and my partner has a patchwork of private and public sources."

Looking to the future Williams likens implementation of domestic partner benefits as a long-term project just beginning to unfold. "Over the next 10 or 20 years we'll see some movement, but it's a long-haul and we're just at the beginning."

partner benefits. At AU, for example, health benefits for the partner employed by the university are paid with pre-tax dollars. Benefits for the non-AU affiliated partner are paid with after-tax dollars. "This is done because the federal government doesn't recognize domestic partners as qualified dependents," says AU's Brown. In addition, this tax status means that domestic partners cannot take advantage of flexible spending accounts.

The absence of domestic partner benefits sends a message that some individuals are less worthy of protection says AU's Milstein. "Part of our educational role is to say to students, we want you to have decent values about these kinds of issues. We need to align our pocketbooks with the values we're teaching," contends Milstein. "For us, these [getting domestic partner benefits] were core values and we were willing to expend some political capital to achieve them."

Resource update

Calls for Papers

IEEE Technology and Society seeks papers for a special issue on the relationship between gender and technology. Articles should contribute to an understanding of how gender arrangements influence, and are influenced by, technological innovation. This includes, but is not confined to, the following issues: (a) processes of technological training, development, and innovation; (b) workforce and workplace issues in the production of technologies within a global economy; (c) definitions of, and rewards for, technological achievement as related to gender relations; (d) implications of modern technologies for women in developing nations; and (e) the liberatory potential of new technologies.

Submission deadline is **Dec. 15, 1998**.

Co-Guest Editors: Alison Adam, Dept. of Computation, UMIST, Manchester, UK, A.Adam@co.umist.ac.uk and Mary Wier, Women's and Gender Studies, NCSU, Raleigh, NC, mbwier@unity.ncsu.edu. Submission Address: Mary Wier, Women's and Gender Studies, P.O. Box 7107, North Carolina State University, Raleigh, NC 27278.

Feminist Teacher seeks essays for a special issue on "Linking the Classroom and Community." Discussions from all disciplines, across grade levels, and from traditional and non-traditional classroom settings are welcome. Submission deadline is **Dec. 15, 1998**. Please send 3 copies in MLA style to Theresa D. Kemp, University of Alabama at Birmingham, Dept. of English, 217 Humanities Bldg., 900 South 13th St., Birmingham, AL 35294-1260

A new interdisciplinary journal, **Meridians**, whose goal is to provide a forum for the finest scholarship and creative work by and about women of color in the U.S. as well as in an international context, seeks submissions. The editors encourage essays that examine the intersections of race and gender, that engage the complexity of the debates occurring within disciplines, and that make these relevant and

accessible to outsiders. The journal is a collaborative venture of Wesleyan University and of the Women's Studies Program of Smith College and will be published twice a year by Wesleyan University Press. Contact the journal through Meridians@smith.edu; 413/585-3390 phone; or 413/585-3393 fax.

The **Journal of Gay, Lesbian, and Bisexual Identity** seeks papers discussing new knowledge and ideas about every major aspect of lesbian, gay, bisexual, and transgender life. Contact Warren J. Blumenfeld, Editor, Journal of Gay, Lesbian, and Bisexual Identity, P.O. Box 929, Northampton, MA 01061, blumenfeld@educ.umass.edu

Conferences

A Century of Women, the gala fundraiser for the Center for the Study of Women and Society, CUNY, will be held Dec. 1 at the New York Century Club. Honorees include Evelyn Cunningham, Betty Friedan, Carolyn Heilbrun, Florence Kennedy, Gerda Lerner, Grace Paley, Antonia Pantoja, Bella Abzug (in memoriam), and Audre Lorde (in memoriam). For more information call 212/642-2247.

Ending Violence Against Women, the ninth international nursing conference, occurs Dec. 11-13, 1998 at the Austin Marriott at the Capitol, Austin, Tex. The meeting will emphasize the impact of violence on health, as well as the need to strengthen partnerships between health care professionals and communities to end violence against women. Contact Jillian Hopewell, P.O. Box 164285, Austin, TX 78716; 512/327-2017 phone; 512/327-0719 fax; mcen@onr.com

Leadership 2000, Women Preparing to Become Senior Student Affairs Officers, sponsored by NASPA, focuses on women preparing to become senior student affairs officers. The meeting will be held January 14-16, 1999 in Charleston, S.C. Contact Linda Ragosta, lragosta@newbury.edu; 617/730-7052 phone.

Women@2K, the South Central Women's Studies Association Conference, will be held March 11-13, 1999 in New Orleans, La. The meeting examines what women have learned from the past centuries of women's social, cultural, economic, and political struggles; the critical issues currently affecting women's lives; and how the future will be shaped. For more information visit <http://www.tulane.edu/~wc/scwsa99>.

The Center for Interdisciplinary Studies of Writing at the University of Minnesota announces the Second Biennial International Feminism(s) and Rhetoric(s) Conference "Challenging Rhetorics: Cross-Disciplinary Sites of Feminist Discourse," Oct. 7-9, 1999 on the Minneapolis campus of the University of Minnesota. This conference will give feminist scholars, students, and community leaders the opportunity to share theories about and examples of new discourse practices that are emerging as a result of feminist scholarship.

We invite graduate students who are presenting for the first time and who are from historically underrepresented groups (African Americans, Asian Americans, Mexican Americans, Latino and Latina Americans, and American Indians) to apply to the conference for special funds. To be considered, include a nominating letter from your advisor along with your proposal. Submission deadline is Feb. 1, 1999. Contact Hildy Miller at mille299@tc.umn.edu; 612/626-7639 phone; <http://CISW.cla.umn.edu>

The Sociology of Education Association presents **Difference and Power: Issues of Race, Social Class, Gender and Language**, Feb. 26-28 in Monterey, Calif. Keynote speakers are Donaldo Macedo, University of Massachusetts, Boston and Roxana Ng, Ontario Institute for Studies in Education. Contact Gilda M. Bloom-Leiva, Department of Secondary Education, BH 519, 1600 Holloway Ave., San Francisco State University, San Francisco, CA 94132 or Angela Valenzuela, Center for Mexican American Studies, University of Houston, Houston, TX 77204-3783, valenz@rice.edu

Continued on page 16

technology

Because of the important role technology plays in doing our jobs and living our lives, OCWW has expanded its coverage of technology and its impact on women. We'd like to find out how you use technology—broadly defined to include the Internet, video conferencing, e-mail, listservs. Send your input to Susan Reiss, reiss@aacu.nw.dc.us. Please include your phone number.

AAUW Forms Commission on Gender and Technology

According to *Internet Magazine*, in 1997 women accounted for 40% of all Internet users, a 100% increase over 1995. A study done in June of this year by Nielsen Media Research found that 5 million women over 50 now use the Internet, a 50% increase which occurred during a nine-month period beginning in September 1997.

In response to women's and girls' increasing use of Internet services and President Clinton's call for computer literacy in schools and teacher education in new technologies, this past summer the American Association of University Women (AAUW) Educational Foundation formed a new national commission to examine the interconnections between gender, technology, and teacher education.

According to AAUW this is the first-ever commission to look specifically at the differences in the way girls and boys accept and use computer-based technologies and what strategies and techniques teachers can use to ensure equity in the classroom.

Co-chaired by MIT professor of sociology Sherry Turkle and SBC Communications Inc. senior vice president and assistant general counsel Patricia Diaz Dennis, a former member of the Federal Communications Commission, the AAUW Foundation commission will examine current trends and research and produce a series of policy recommendations in late 1999.

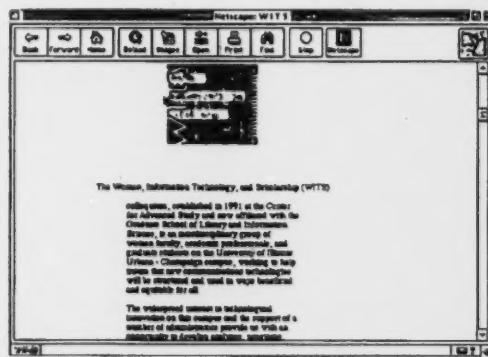
"We expect the AAUW's commission will open the doors to new thinking about how girls and

boys relate to technology and science more broadly and how teachers can use this information to ensure a more inclusive technological future for all students," says AAUW Executive Director Janice Weinman.

Policy Recommendations for Equitable Technology

Women, Information Technology and Scholarship (WITS), an interdisciplinary group of women scholars and academic professionals at the University of Illinois at Urbana-Champaign, was formed in 1991 to explore and address gender equity issues in information technology. Among WITS policy recommendations:

- That publicly funded information infrastructure projects be subject to systematic mandated assessment of the degree to which gender equity is reached and be conducted by gender-balanced committees of people involved in research, education, and library communities; consumer and public interest groups; and technology and information industries.
- That affirmative action principles be incorporated and upheld by designing training and support programs for women and girls; applying and where necessary reformulating current laws to guarantee women's rights in the networked environment; fostering civic networks that offer affordable and equitable access; and encouraging continued research on the gendered use of electronic networks.



WITS Homepage

women @ technology

on the web

www.gac.edu/People/orgs/gwis
Graduate women in science

www.witi.com
International network of women in technology (WITI)

www.systems.org/
Institute for Women and Technology

www2.nas.edu/cwse/
Committee on Women in Science and Engineering

www.ai.mit.edu/people/ellens/Gender/wom_and_min.html
Women and minorities in science and engineering

www.inform.umd.edu/EdRes/Topic/WomensStudies
Women's Studies database which includes conferences, calls for papers, employment listings, syllabi, and program support

resources

The Emerging Internet from the Institute for Information Studies, a joint program of The Aspen Institute and Nortel, is a collection of commissioned papers on various aspects of the Internet including "Will the Internet Transform Higher Education" by Walter S. Baer, senior policy analyst for RAND Corp. Copies available from The Aspen Institute, call 410/820-5375 or bimonte@aspeninst.org.

The Family Internet Pocket Guide provides a user-friendly overview of the Internet, what you need to get started, and how to navigate the Web. The Web Pocket Directory provides over 2,000 web sites as well as information on search engines. Both are available through Barnes & Noble and Amazon.com.

for your bookshelf

Humanities

Simone De Beauvoir: A Critical Reader, edited by Elizabeth Fallaize (Routledge, 1998). The work of Simone de Beauvoir has attracted controversy and passionate debate among feminists since the publication of *The Second Sex* in 1949. Fallaize's book is a collection of critical texts on De Beauvoir's work as a feminist, a novelist, and an autobiographer. De Beauvoir's works have generated a mix of adulation and hostility and continue to inspire and infuriate readers. Notable voices such as Toril Moi, Judith Butler, and others introduce today's reader to issues that have split feminist reaction to De Beauvoir's writing and simultaneously made her name a symbol of the twentieth-century woman's voice. \$22.99, paper. (Routledge, 29 West 35th Street, New York, NY 10001; phone: 800/634-7064; fax: 212/564-7854)



Rebels in Law: Voices in History of Black Women Lawyers, edited by J. Clay Smith, Jr. (University of Michigan Press, 1998). Black women formally entered the practice of American law in 1872, the year Charlotte Ray became the first black woman to graduate from an American law school. Through speeches, previously unpublished writings, and works published in obscure and hard-to-find journals or newspapers, Smith demonstrates that black women have worked as lawyers and advocates for justice far longer than popularly believed. The book also provides a reservoir of material through which to study the origins of black women as professionals,



community leaders, and feminists. \$39.50, paper. (University of Michigan Press, 839 Greene St., Ann Arbor, MI 48106-1104; phone 734/764-4388; um.press@umich.edu)

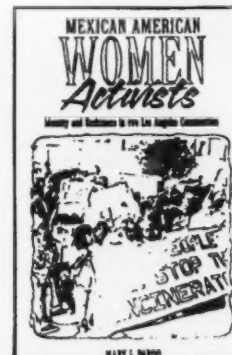
Yours in Sisterhood: Ms. Magazine and the Promise of Popular Feminism, by Amy Erdman Farrell (University of North Carolina Press, 1998). Farrell traces Ms. from its pathbreaking origins in 1972 to its final commercial issue in 1989. Drawing on interviews with former editors, archival materials, and the text of Ms. itself, Farrell examines the magazine's efforts to forge an oppositional politics within the context of commercial culture. \$16.95, paper. (The University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515; <http://sunsite.unc.edu/uncpress/>)

Social Sciences

Crazy for Democracy: Women in Grassroots Movements, by Temma Kaplan (Routledge, 1997). Proving that activism is alive and well, the personal testimonies of six women activists in the United States and South Africa are woven with newspaper accounts, government reports, feminist theory, and social philosophy. The result is a text highlighting the ways that the women's movement has influenced the possibilities for democracy all over the world. These women activists helped to unite communities for social action and to transform grassroots movements into some of the most pathbreaking social movements of our time. The women's activism includes

running clinics and schools, and crusading for human rights. \$17.99, paper. (Routledge, 29 West 35th Street, New York, NY 10001; phone: 800/634-7064; fax: 212/564-7854)

Mexican American Women Activists, by Mary S. Pardo (Temple University Press, 1998). Pardo explores the lives of self-empowered women in two Los Angeles communities. One community is a working-class inner city neighborhood in East Los Angeles and the other is a racially mixed, middle-class suburb in Monterey Park. By comparing these two different environments, Pardo highlights the class, gender, and ethnic concerns that each neighborhood faces.



The activists use their power as women with unique social networks and family responsibilities to become change agents at the community level. The book also explores the fact that declining real wages and a growing income gap will soon prevent most women from being able to volunteer time for important community causes. \$19.95, paper. (Temple University Press, University Services, 1601 N. Broad Street, Philadelphia, PA 19122-6099; phone: 215/204-1099; fax: 215/204-4719; <http://www.temple.edu/tempress>)

Diversity & Women's Career Development, by Helen S. Farmer and Associates (Sage Publications, 1997). Farmer and her associates present a variety of perspectives on career development for women. Their analysis and discussion grow out of an extensive study that looked at high school students in 1980, and then followed up with them in 1990 and 1993. The data provide glimpses into influences on women's life choices and motivation, goals and obstacles to reaching them, and comparisons of women's and men's career development patterns. \$28.50, paper. (Sage Publications Inc.,

for your bookshelf

2455 Teller Road, Thousand Oaks, CA 91320;
phone 805/499-0721; info@sagepub.com)

Career Strategies for Women in Academe—

Arming Athene,

edited by Lynn H.

Collins, Joan C.

Chrisler, and

Kathryn Quina

(Sage Publications,

1998). The editors

provide informa-

tion about

institutional

pitfalls in higher

education

professions, advice

on how to handle

difficult situations, and encouragement to those

who persevere in their pursuit of an academic

career. The book includes a section on assuming

leadership in higher education which provides

insights and advice on breaking the "glass

ceiling." \$24.95, paper. (Sage Publications Inc.,

2455 Teller Road, Thousand Oaks, CA 91320;

phone 805/499-0721; info@sagepub.com)



Campus and Classroom

Gender on Campus: Issues for College Women

by Sharon Bohn Gmelch (Rutgers, 1998). As

women enter college they face many challenges

including how they are perceived by their

professors and peers. This volume combines

analyses of the broad range of gender issues for

women in college with realistic approaches to

heighten awareness and initiate positive change.

\$16, paper. (Rutgers University Press, 100 Joyce

Kilmer Ave., Piscataway, NJ 08854; 800/446-

9323)

Feminist Teaching in Theory & Practice:

Situating Power & Knowledge in Poststructural

Classrooms, by Becky Ropers-Huilman

(Teachers College Press, 1998). Through her

interviews and observations of 22 feminist

teachers, Ropers-Huilman explores the multiple

factors and perspectives contributing to the

many forms of feminist teaching. Particularly

of interest are the dynamics, politics, and power

relationships associated with feminist teaching

and teaching for social responsibility. This

book broadens the readers understanding of

feminist teaching, discourse, and beliefs, and

offers suggestions to educators. It also explores

the relationship between teaching and social

activism, and educators responsibility for

educating their students to be good citizens.

\$21.95, paper. (Teachers College Press,

Columbia University, 1234 Amsterdam Avenue,

New York, NY 10027; phone: 212/678-3919)

The Feminist Teacher Anthology,

edited by Gail E. Cohee, Elisabeth Daumer,

Theresa D. Kemp, Paula M. Krebs, Sue Lafky,

and Sandra Runzo (Teachers College Press,

1998). The anthology presents the best and

most useful essays from the first 10 volumes of

Feminist Teacher. The essays provide informa-

tion on feminist pedagogy and offer teaching

strategies. Drawing from their own experi-

ences, contributors give practical advice about

readings, resources, classroom exercises,

multimedia techniques, and new technology.

The book explores what it means to teach as a

feminist embracing topics such as gender, social

injustice, sexism, racism, classism, and

homophobia. \$24.95, paper. (Teachers College

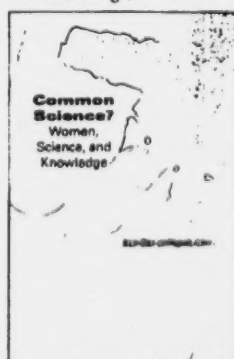
Press, 1234 Amsterdam Avenue, New York, NY

10027; phone: 212/678-3919)

Science and Technology

Common Science? Women, Science,

and Knowledge,



by Jean Barr

and Lynda

Birke (Indiana

University

Press, 1998).

The authors

survey a wide

range of

initiatives

designed to

encourage the

entry of women and minorities into scientific

training. They point out that science educators

usually perceive women and minorities as the

problem; the assumptions of scientific study are

rarely questioned. Barr and Birke explore what

women outside the academy think about

science, how their perceptions may have been

formed by their experiences, and what they

might contribute to any educational

project. \$13.95, paper. (Indiana University

Press, 601 N. Morton St., Bloomington, IN

47404; phone: 812/855-8054)

Journeys of Women in Science and Engineering,

by Susan A.

Ambrose,

Kristin L.

Dunkle,

Barbara B.

Lazarus,

Indira Nair,

and Deborah

A. Harkus

(Temple,

1997). This

book

challenges the

stereotypes

about

practitioners of science being white males in

white lab coats, by featuring the stories of

women scientists and engineers. Women

featured include: Dr. Jocelyn Elders, recent U.S.

Surgeon General; Dr. Susan Love, breast cancer

activist; Rhea L. Graham, the first woman and

first African American director of the Bureau of

Mines; and others, including Nobel Prize

winners. This book is particularly helpful for

guidance counselors, science teachers, and

anyone interested in a career in the sciences.

Each woman talks candidly about how she got

into science or engineering, what her work is

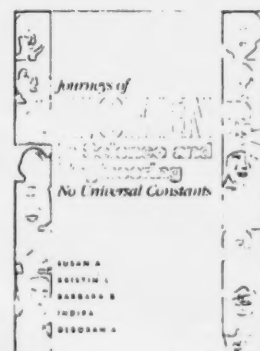
like, and any roadblocks she may have encoun-

tered along the way. \$59.95, hardcover. (Temple

University Press, University Services, 1601 N.

Broad Street, Philadelphia, PA 19122-6099;

phone: 215/204-1099)



Continued from page 3

needing to be done at WREI. Betty has always felt that responsibility begets responsibility. It's important that the person at the top not be intimidated by intelligent people. Having said that, I think my experience has been atypical. Boards at most women's organizations, for example, are made up of women not ready to move on. The opportunities don't exist for younger women.

"Once you've made the transition to leading an organization, it's important for staff to know what's going on. Talking and sharing information is critical to the success of an organization. Be strategic in presenting issues since sometimes your ideas won't be considered because of your age. You need to listen and go to older women and ask for advice. Respect and understand that they are very busy. Sometimes younger people tend to think older people have old ideas, but there's a lot of good information to be gained. There are many older women who are cutting back on their workloads but who are still eager to give back."

1999 AAC&U Annual Meeting

January 28-30

Women's Networking
Breakfast

Keynote Speaker:
Virginia Valian

Author of *Why So Slow?*

January 28, 1999
San Francisco, California

on campus with women

1818 R Street, NW • Washington, DC 20009

Continued from page 12

The American Association of University Women and the AAUW Educational Foundation's 1999 symposium, **Higher Education in Transition: The Politics and Practices of Equity**, June 17-19, 1999, Renaissance Hotel, Washington, D.C., will focus on the shifting terrain in higher education and the current status of programs promoting gender, race, and class equity. Contact the AAUW College/University Symposium, 1111 Sixteenth St. N.W., Washington, DC 20036, 800/821-4364, 202/872-1425 (fax), helpline@aauw.org.

Resources

A Curriculum for Training Mentors and Mentees in Science and Engineering is available from Women in Engineering Programs & Advocates Network (WEPAN). The curriculum was developed at the University of Wisconsin and includes a bibliography, an evaluation module, a video depicting mentoring relationships, and a guide to aid group discussion. Contact WEPAN, 1284 CIVL Bldg., Room G293, West Lafayette, IN 47907-1284; 765/494-5387 phone; 765/494-9152 fax; wiep@ecn.purdue.edu.

The Center for the Education of Women at the University of Michigan invites applications for its Visiting Scholar Program. Those interested in such topics as Women in Leadership; Women in Science, Mathematics, and Engineering; Women, Education, and Public Policy; Women in Academia; and Women and Careers are encouraged to apply. Send inquiries to Carol Hollenshead, chollens@umich.edu.

on campus with women

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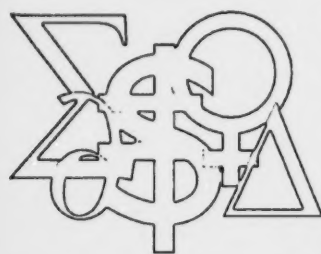
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Winter 1999

The Complex Salary Equation



Salary: Compensation for services, paid to a person on a regular basis.¹

Eleven words define one of the world's most complex socio-economic arrangements. Work an honest day, get an honest wage, the saying goes.

Yet salary negotiations, salary levels for particular jobs, and a host of other related issues make salaries one of the most vexing aspects of working life.

Organizations establish systems to "objectively" assess individual or team performance and then to compensate the individual or team accordingly. Few, if any, of these systems achieve their objective—to somehow separate human factors from performance standards and reward performance impartially.

Recently, the University of South Florida began taking a hard look at their salary compensation systems after five female faculty members brought suit against the institution alleging gender discrimination in salaries. As a result of the November 1998 settlement, the university will pay \$144,000 in cash to the five plaintiffs. USF has also hired a consultant to review the university's method of compensation and salary adjustments, and has agreed to assign a faculty member to act as a part-time ombudsman, serving as liaison and advocate to the President regarding issues of salary equity based on gender and/or race. USF is allocating \$1.25 million for the first year of a three-year salary enhancement program.

Pam Muller, a professor of marine science, and one of the five plaintiffs, says she was making 70-75 cents on the dollar compared to her male colleagues. As a result of salary adjustments that took place before the lawsuit was settled, Muller moved more in line with her male colleagues. "In one stroke of a pen, I went from below the median to near the top for female full professors," she explains. "The problem here is we don't have any structure to the salary system. The 'squeaky' wheel drives the system." This lack of structure is a problem in many states, although some, such as California, do have pay structures in place.

Because of Florida's "Sunshine" laws, faculty salaries are public record. Muller has analyzed this information and has developed a detailed study of gender disparities in salaries for full professors at USF. She plans to

share the document with the USF administration as they develop ways to reconcile salary disparities.

"In the fall of 1998, 15 years after coming to USF, my salary is comparable to those of my male colleagues," says Muller. "It is my goal that, by the dawn of the 21st century, my female colleagues, university wide, will also receive the salaries they deserve."

Factors and tools for understanding salaries

To illuminate the challenges facing institutions as they attempt to fairly compensate faculty and staff, OCWW has invited four individuals to discuss various aspects of this issue. On page 2, Robert Johnson, a professor of sociology at Kent State University, describes how a statistical analysis of promotion can reveal promotion inequities and thereby salary discrepancies between men and women. Using his analysis, Johnson shows that female faculty members are promoted later and at a lower rate than male faculty members.

Robert Toutkoushian, executive director of the Office of Policy Analysis for the University System of New Hampshire, argues that modeling and analysis can explain the pay gap between men and women only to a certain point. He goes on to suggest that the "unexplained pay gap"—that gap not accounted for by academic experience, educational attainment, field, or type of institution—may be explained by salary differences created at the time of hire.

Finally, Martin Aylesworth and Ann Ferren, of Radford University, offer tools for discovering salary inequities. They provide step-by-step instructions on how to use these tools and, while these tools can help to identify potential cases of inequities, they are just tools. Improving compensation systems requires input from faculty, department chairs, and deans.

In the midst of the complex issue of salary, one element stands out. Fair compensation does not occur automatically. It occurs because people work hard to ensure it. We must continue to investigate why salary inequities persist. We can't sit back and assume time will even the score. From past experience, we have learned that eliminating bias requires continuous monitoring.

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campus as workplace

Females/Male Salary Inequities: The Role of Promotion



Robert J. Johnson
Professor of Sociology
Kent State University

Statistical analysis of promotion probabilities by gender shows that female faculty members are promoted later and at a lower rate than male faculty members. The prevalence of discriminatory practices can be detected in failure to promote or to promote on time which can

cause individual salary inequities ranging from the denied promotion increment into the tens of thousands of dollars.

The mechanisms that work to discriminate against female faculty members in promotion probably account for a large proportion of the salary inequities observed at any one time when comparing male to female salaries. In any one year, the aggregate affect on all women employed can be hundreds of thousands of dollars at any one college or university. Worse yet, this inequity persists for decades over the course of the women faculty members' careers. And by the time of retirement, the cumulative effects unquestionably influence the size of the faculty members' retirement annuities as well.

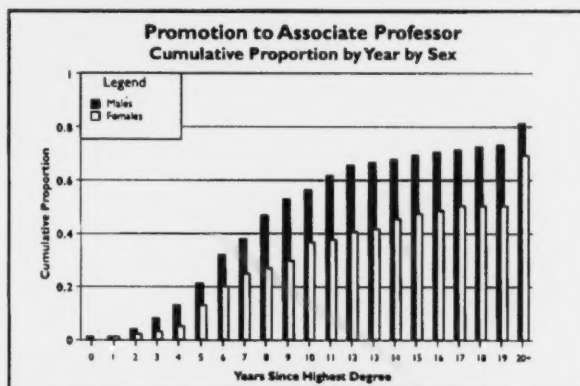
This article discusses the statistical method used to reveal promotion inequities and thereby salary discrepancies between men and women. Given the immediate and long-term consequences of these discriminatory practices, faculty members and university administrators who are determined to erase the effects of past discrimination and who are committed to ensuring that they don't continue into the next millennium could pursue this line of analysis to determine whether such discrimination has occurred at their institutions.

Modeling Promotion Rates

To model how much of an impact gender bias has on promotion, one can examine the timing of the promotion. The modeling method is a statistical analysis that uses hazard rates in relation to life-tables. These tables detail the likelihood of an event occurring across a person's life-span. For this study, the event tracked is promotion.

The analysis is based on 833 full-time, tenure-track faculty with primarily teaching and research responsibilities at a large mid-western university. With regard to sex and rank, there are 18 instructors (6 males and 12 females), 326 assistant professors (181 males and 145 females), 287 associate professors (212 males and 75 females), and 202 full professors (180 males and 22 females). The information on each faculty member provided by the administration and used in the analysis includes date of birth, sex, rank, year hired, the calendar years of promotion to each rank.

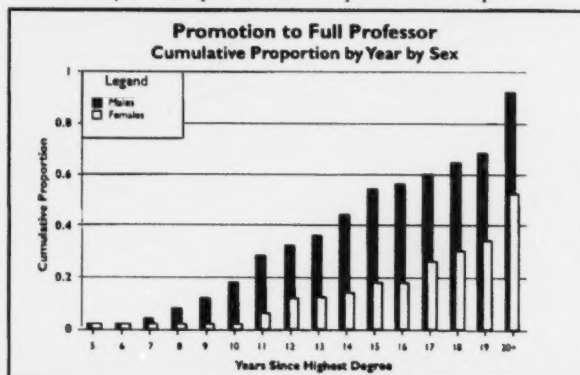
The cumulative proportion of faculty members promoted (to associate professor) in each year since receiving the highest degree over a 20-year career are reported in Figure 1. Only faculty who were hired at the assistant professor level or as an instructor are included. The median number of years to promotion to associate professor among the 464 males eligible for promotion is 9.55 years. The median time among the 229 females eligible for promotion to associate professor is 16.93 years. The additional 7.38 years (remaining in lower ranks) among females compared to males is due to lower probabilities of promotion in each of the first 10 years since attaining the highest degree. In addition, men continue to get promoted at high rates even after the 5- to 6-year probationary period of tenure, but the rate of promotion among female faculty members drops off drastically after the sixth year.



Men, it seems, are more persistently promoted even when they have "off time" in promotion, whereas women seemed "marked" if they are not promoted "on time". This is important for salary because an associate professor rank can yield, on average, \$10,615 more than an assistant professor rank.

The same discrepant patterns of promotion between men and women are found for faculty members eligible for promotion to full professor. These results are reported in Figure 2.

For both men and women, the median time to full professor is more than 20 years, suggesting fewer than one half of all academic careers at this university can be expected to result in promotion to full professor



campus as workplace

What Doesn't Explain the Unexplained Pay Gap Between Male and Female Faculty?



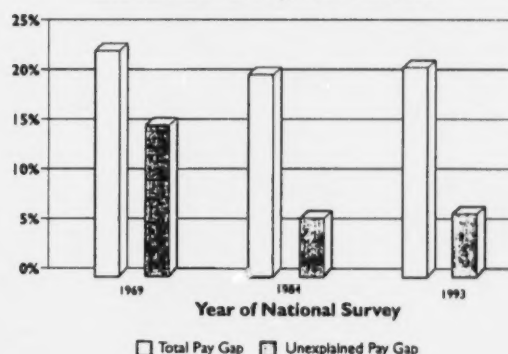
By Robert K. Toutkoushian
Executive Director, Office of Policy
Analysis, University System of New
Hampshire

More than 25 years after affirmative action legislation was extended to the academic labor market women have made progress in finding academic employment, but the evidence suggests that they lag behind men in terms of earnings.

Debra Barbezat analyzed national data on faculty from selected surveys and found that men earned 23% more than women in 1969, and 21% more than women in 1984.¹ Recently, I showed that based on a national survey of faculty in academic year 1993 that the pay gap between men and women was still about 22%.²

While averages such as these are commonly reported in the media, they do not provide an "apples-to-apples" comparison because they fail to control for differences between men and women in their other characteristics

The Total and Unexplained Pay Gap Between Male and Female Faculty, 1969 to 1993.



such as experience that should also affect their pay. Regression analysis allows researchers to estimate the earnings difference between men and women that is not due to variables such as field, educational attainment, academic experience, and seniority. This difference is known as the unexplained pay gap, reflecting the fact that the remaining difference could also be affected by other factors not included in the model.

Studies using national samples of faculty have concluded that while the unexplained pay gap between the genders has declined from the late 1960s, no further progress has been made since the early 1970s. Debra

Barbezat reported that after controlling for experience, age, field, institution type, and other factors, women in 1969 earned 16% less than men. In subsequent surveys from the mid-1970s through the late 1980s, women consistently earned about 7% less than men.³ Applying her model to the 1993 national survey of faculty, I found that the unexplained pay gap still had not been reduced. Ransom and Megdal report similar results from many studies conducted at single institutions rather than national surveys.⁴

The title of this essay reflects the fact that it is much easier to determine what doesn't contribute to the unexplained pay gap than what does contribute to it. Studies showing an unexplained pay gap almost always control for academic experience, educational attainment, field, and type of institution, so these factors are not the cause for the differential. Since women on average produce less research than men, could this be the answer? Studies have shown that the unexplained pay gap persists even after taking into account the number of faculty publications. Similarly, the number of times faculty at one institution were cited explained only one-seventh of the unexplained pay gap.⁵ While these variables do not measure research quality, their failure to eliminate the differential suggests that there is more to the story.

Could faculty time allocation explain the unexplained pay gap? Surveys have found that women spend more time than men on teaching and less time on research. As with research output, however, differences in how men and women allocate their time account for only a small part of the unexplained pay gap. Furthermore, how faculty allocate their time may not be a problem for institutions, depending on whether these differences arise because women want to devote more time to teaching or are told to by department heads. Others such as Park (1996) counter that the lower pay received for faculty who concentrate on teaching is due to teaching being perceived as "women's work."⁶

Some potential causes for the unexplained pay gap are more difficult to evaluate with data. For example, women are more likely than men to be found at lower ranks within academia. While faculty rank has been found empirically to account for some of the unexplained pay gap, critics have charged that if women face discrimination in the promotion and tenure process, then controlling for rank in such a manner leads to an underestimate of pay disparity.

If research productivity, time allocation, academic experience, and other factors do not explain why women are paid less than men, then what possibilities remain? All that can be offered at this point are conjectures. Since the unexplained pay gap is affected by the variables not included in the model, it could be that what we are observing is not discrimination *per se* but rather legitimate pay differentials not captured by traditional factors. For example, even though faculty pay is probably influenced by the quality of teaching and research, such concepts are difficult to quantify.

One idea that deserves more attention is that pay inequities may be due almost entirely to salary differences created at the time of hire. While policies tend to focus on ensuring proper gender representation in hiring, less scrutiny is given to a faculty member's starting salary. A faculty member's starting salary is a combination of what the institution is willing to pay and what an individual is willing to accept. Employers try to secure most

campus as workplace

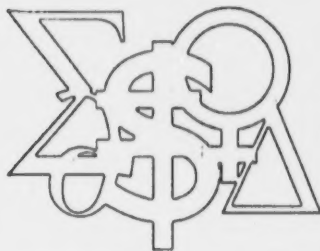
Tools for Faculty Salary Equity Analyses

Martin Aylesworth

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A recent article in *OCWW* discussed faculty salary inequities based on comparisons of average faculty salaries by gender.

While such compar-

isons can provide a starting point for examining potential inequities, additional information is needed to determine if and where inequities actually exist. Because of the importance of salary equity to the morale of faculty, both men and women, more powerful procedures which provide such additional information are needed. In this article, we describe two examples of analytic tools that we have used at Radford University for this purpose. Unlike other methods intended to determine if gender inequities exist, these methods are designed to determine if any salary inequities exist, regardless of gender. As we will show, however, it is possible to use follow-up analyses to examine the extent of gender-based differences. The major questions which we sought to address using these tools were:

- Are individual faculty salaries within the institution equitable when all relevant factors are considered?
- Is the salary structure, by discipline and by rank, equitable?

Regression Analyses

Regression analysis provides a powerful and useful statistical tool for identifying salary inequities within an institution. Regression is a statistical procedure which allows one to use relevant factors such as rank, performance evaluations, and years of service to predict a faculty member's expected salary. According to this form of analysis, the difference between the predicted salary and the actual salary is due either to inequities or to relevant factors which are not completely captured by the regression model.

The use of regression analysis should not be seen as providing the final answer regarding inequities, but rather as providing information for making decisions. Regression is not a perfect tool. The complexity of the relationships between the relevant factors and salaries cannot be completely captured by a linear prediction model. However, as a tool for flagging potential

cases of inequities, which can then be reviewed by department chairs and deans using additional information, regression analyses are very useful.

In our use of regression analysis, we found that five factors are consistently among the most powerful in developing regression models—salary groups based on academic discipline (which capture market factors),

rank, number of years at highest degree, number of years in rank, and average evaluations over a five-year period. Other factors relevant to faculty salaries, such as tenure status and degree level, can also be useful. The extent to which a faculty member's actual salary is less than the predicted salary is used to flag those individual cases where a salary inequity may exist.

While the intent of our analysis was to determine if and where individual salary inequities existed, regardless of gender, one could do a follow-up analysis to examine possible gender bias. For example, one could compare the number of female and male faculty flagged in the regression analysis by using a statistical test such as a Chi-square test of proportions. Using this method with the data from our most recent salary equity regression analyses at Radford, we found no significant difference related to gender.



Martin Aylesworth



Ann S. Ferren

Benchmark Comparison Analyses

Another common concern regarding faculty salaries is whether the salary structure itself—the salary differences between disciplines and between ranks—is equitable. The structure is typically questioned by faculty when they make

comparisons with salaries at other institutions. However, comparisons of overall faculty salary averages by themselves are inadequate to answer the central question of equity because differences in salaries are sometimes due to differences among disciplines (reflecting market differences), ranks (which is related to years of services), and years in rank. As a result, in any comparison between peer group institutions, differences in the number of faculty by discipline, by rank, or by years in rank may distort the comparison of overall mean salaries. An appropriate benchmark comparison, therefore, must include these factors—discipline, rank, and years in rank—in the analysis.

To develop a benchmark comparison that included these relevant factors, we took the following steps. First, we ordered a special study from the College and University Personnel Association (CUPA) of the faculty salary averages for our peer group institutions, by discipline and by rank. Second, we created a matrix of disciplines by rank and entered the salary averages in each cell, both for Radford and for the benchmark schools.

Figure 1—Discipline A

	Prof	Assoc	Asst	NewAsst	Instr
Benchmark Average	\$67,753	\$53,495	\$46,308	\$43,043	\$36,620
Institutional Average	\$60,435	\$52,900	\$46,523	\$43,500	\$37,250
Index	0.89	0.99	1.00	1.01	1.02

Third, we computed an index which was the ratio of the Radford average salary for that discipline and rank to the corresponding salary average for the benchmark schools. Two simplified examples of such matrices are given in Figures 1 and 2, each representing a different discipline. Finally, we created lists of Radford faculty by discipline and rank which included each faculty member's salary and years in rank.

In reviewing these data, one would use both the index, which provides an indicator of where the salary averages are not comparable with the peer group institutions, and the lists of faculty salaries by discipline, rank, and years in rank. For example, the data for the discipline illustrated in Figure 1 seem to indicate that there is a large discrepancy at the rank of professor, whereas the salaries are comparable at the other ranks. However, after reviewing the years in rank for the professors in that discipline one may find that almost all of them are relatively new to that rank—the majority of the professors with considerable years in rank in that discipline may have recently retired. Thus, the apparent discrepancy in average salary is explained by the additional data and is not a true inequity.

However, in the discipline illustrated in Figure 2, while the salary averages at the ranks of Professor, Assistant, New Assistant, and Instructor are comparable with the benchmark schools, this is not the case at the Associate rank. Further information might show that faculty at that level had been through several years of very low salary increases resulting in salary compression. Without an analytic tool such as this, it would be impossible to determine where real inequities may exist, and without additional information, the real meaning of the salary average comparisons would be lost.

As in the regression analyses, our intent in the benchmark comparison analysis was to examine salary inequities without regard to gender. However, one could also do a follow-up analysis of the results of the

benchmark analysis by comparing the proportion of female faculty to the proportion of male faculty flagged for salary inequities to determine evidence of gender bias. Using this method with the data from our most recent salary equity benchmark analyses at Radford, we again found no significant difference related to gender.

The Role of Analytical Tools

Both of these tools provide an analytical method for identifying potential cases of inequities. While they are designed to identify such cases without regard to gender, follow-up analyses can be used, as described, to examine possible gender biases. The results of such a two-step approach, however, may be markedly different than the results of a simple comparison of salaries by gender. A comparison of salaries by gender alone fails to account for differences in relevant underlying factors such as discipline and years of service. Since these factors may be related to both salary and to gender, gender inequities may appear to be greater than they actually are unless tools such as those described are used in the analyses.

These methods, however, are merely tools to be used within the overall salary increase processes of an institution. For example, while such analyses would typically be conducted by a central office, we believe that recommendations for any salary adjustments should come from department chairs and deans as part

of the overall compensation process. In addition, for these tools to be useful, there must be a commitment to making salary adjustments when inequities are identified. This includes both the commitment of funds for making such adjustments and the commitment of faculty and administrators to the process itself. Probably the most satisfying example of such commitment at Radford University was evidenced in a recommendation from our Faculty Senate regarding funds allocated for faculty salary increases—while they recommended that the majority of these funds be used for merit increases, they also recommended that a portion be earmarked to correct salary inequities. Analytic tools such as those described can increase confidence in the fairness of the process, but it is the institution's commitment to an ongoing and rational process that is ultimately the most important component.



For these tools to be useful, there must be a commitment to making salary adjustments when inequities are identified. This includes both the commitment of funds for making such adjustments and the commitment of faculty and administrators to the process itself.

Figure 2—Discipline B

	Prof	Assoc	Asst	NewAsst	Instr
Benchmark Average	\$58,817	\$46,959	\$41,722	\$38,093	\$34,520
Institutional Average	\$58,372	\$42,694	\$40,980	\$37,800	\$34,600
Index	0.99	0.91	0.98	0.99	1.00

women's leadership

Developing and Advancing Women's Leadership An Interview With Peter T. Mitchell



During the nine years that Peter T. Mitchell served as president of Columbia College (1989-1997), a women's college in South Carolina, he saw a need to create initiatives that would enable women to grow as leaders. Mitchell recently talked with OCWW about the creation of Columbia College's Women's Leadership Institute, the first institute of its kind in the nation, the Center for Women Entrepreneurs, a regional training and consultation center, and the importance of providing lead-

ership opportunities for women. Mitchell is now president of Albion College, his alma mater, a co-ed college in Michigan.

OCWW: Why did you start the Women's Leadership Institute and the Center for Women Entrepreneurs?

Mitchell: The WLI at Columbia College was started for three reasons: first, to respond to a regional and national need for programs to develop and enhance women's leadership; second, to take leadership studies for women to a new level of creativity and depth; and third, to position Columbia College as an innovative advocate of women in leadership and to attract resources to fulfill this important market niche. Indeed, the WLI became the focus of a capital campaign with a goal of \$10.5 million that ended up raising \$17.5 million or 63% over goal.

The CWE was established after Columbia College received national attention for its WLI. We were seeking logical and appropriate extensions of the leadership concept. At the time, the fact that over 60% of all new businesses in the U.S. were women-owned pointed to the need for specialized training for this new breed of entrepreneur. In addition to a program in Entrepreneurial Studies, the College plans to establish an incubator for start-up women-owned businesses. Again, support from outside funding sources—including corporations and the Small Business Administration—provided the financial underpinning to make this a successful undertaking.

On a personal level, establishing the WLI and CWE affirmed the women who have profoundly influenced my life—my wife and mother. It also provides an environment that empowers young women like my two daughters who are now 24 and 28. Our younger daughter chose Columbia, in part, because she felt the WLI would support her leadership aspirations. Several

presidents of Women's College Coalition institutions were very helpful in interpreting and advocating for WLI and CWE. Their friendship and counsel made the implementation challenges manageable.

OCWW: Why is it important for institutional leaders to support these kinds of programs?

Mitchell: In an increasingly diverse global community, identifying and cultivating all potential for leadership is essential. Since women's ways of leading have been less visible and unfortunately less heralded, places like Columbia College are needed as articulate advocates for women. In the final analysis, to limit the opportunities for women is to limit the potential for society.

OCWW: As the programs were developed, what kinds of issues were considered?

Mitchell: Most of the WLI issues centered on the mission of the College. We asked if the WLI was a logical extension of the mission of the College and how WLI's mission should be crafted so that it mirrored the mission of the College. We also asked if the activities and programs of the WLI were consistent with the academic emphasis and integrity of the College. Of particular concern to the faculty was academic quality and integrity. By offering courses and even a minor in Leadership Studies, the academic reputation of the College was at stake, and the faculty rightfully insisted on intellectually rigorous courses and programs.

The issues associated with CWE were similar in terms of centrality to mission. Could we offer a relevant and academically sound curriculum? Were there competent and challenging faculty trained to teach entrepreneurial studies? Should we have a minor or a major? How would entrepreneurial studies relate to the Business, Economics, and Accounting Department. CWE also took on a more pragmatic focus, asking can we secure the funding? Are there sufficient women entrepreneurs to attract enough interest? Will a partnership with SBA and other groups with similar agendas be possible? How can we develop an incubator for women small business owners? In all cases, faculty good will, administrative leadership, and trustee support made it possible to move through the academic and pragmatic issues.

OCWW: What advice do you have for someone interested in establishing a similar kind of center or institute? Consider from two perspectives: someone in upper management and someone a few levels below.

Mitchell: Upper management—be sensitive to organizational mission and to ensuring high quality. A new program driven from senior management must be well conceived and well implemented in order to earn support.

Lower or mid-management—link the program to the mission; identify and cultivate a champion in upper management; bring a personal passion and persistence to the project; enlist others to develop and promote the project.

OCWW: *Building relationships and networking are keys to getting ahead. How do these two programs help women and girls do this? What kinds of activities should women consider if they want to move into a leadership position?*

Mitchell: WLI and CWE are all about relationships. The programs are designed to make interaction natural and necessary. The WLI and CWE are places for women seeking validation of their perspective and skills. They can collaborate with other like-minded women and together affirm their insight and hone communication, management, and leadership skills. Women desiring to move into leadership roles need to address practical problems, ethical dilemmas, and management issues. They need to develop visions and follow them up with strategic plans. They need to learn and apply financial and marketing models that translate ideas into concrete business plans. In short they need to participate in the courses and programs of a WLI or CWE.

OCWW: *As more and more women become successful entrepreneurs, how will the nature of programs such as the Center for Women Entrepreneurs change? How will doing business change?*

Mitchell: CWE will evolve as women entrepreneurs evolve, growing in diversity of participants and programs. In an increasingly technology-driven society, harnessing the power of information technology will become more important. Linkages and leveraging will become critical components or skills for the future. Accessing capital will loom as a major issue for women as they go from start-up to mature or even multinational status. In a global marketplace where the role of women varies considerably, the need for places like CWE to link and leverage women in their quest for capital will become a major focus and function.

OCWW: *How would you assess the campus climate today for women?*

Mitchell: The campus climate varies for women by institution and by region. Having spent 14 years as president of two women's colleges, I have been surprised by the climate at my third presidency of a co-ed liberal arts college. At women's colleges, the women-centered nature of the institution creates a welcoming and affirming environment. Ideas and individuals are not trivialized or marginalized; there is a sense of validation and collegiality that binds women to one another. There is little energy spent in having to claim a place at the table or establish credibility. Consequently, there is more time and energy spent on new approaches and ideas. In the coed setting, much more time and energy is spent in simply being heard, in addressing concerns, and in establishing credibility. The result is less impact on policy and programs. Fighting for voice and credibility limits opportunities to advance new ideas or new agendas.

Ironically, the strategies needed in the battle for credibility are more confrontational, therefore once a place has been claimed, the claimant has bridges to build to become viewed as a member of the decision-making

team. To move from strident to collaborative is a difficult adjustment and often one that the former "combatants" are unwilling to accept. So the climate continues to be problematic at best.

OCWW: *What kinds of actions could be taken to enhance the academic experience for women in the classroom and as professionals employed by an institution?*

Mitchell: Leadership from presidents and governing bodies that creates and demands an ethos of mutual respect, the withholding of judgment, the unacceptability marginalization or trivialization of perspectives, and the affirmation of the dignity and worth of the learner and teacher is the key to enhancing the quality of the academic experience for women. Concomitantly, women might profit from less fighting for voice and more assertion of that voice as valid and important. A change of the playing field from battling against marginalization to declaring victory, so that women simply view themselves as valued influencers of policy and ethos. The sheer number of women students—now moving decisively toward 60% by 2010—gives strength in numbers that should leverage women's concerns and issues. One sure way to attract support and interest of presidents and governing boards is bottom line critical mass. And clearly, the growing percentage of women students should drive change.

OCWW: *Providing a program to help women advance is more common today than say 10 or 15 years ago. What is somewhat atypical is that men are still not the major backers of these sorts of programs. How can we as a society encourage more actions such as yours?*

Mitchell: Build coalitions with men who do care. Interestingly, I have been surprised at the frequency of women criticizing men in general and then citing a couple of "enlightened" exceptions. I know this critique is borne out of multiple frustrating times of being trivialized or marginalized. Although therapeutic, the net result may be to widen the chasm of misunderstanding, reinforce a sense of victimhood, and stereotype men in ways that potential male advocates find troublesome and even annoying. Better to move forward with confidence in a new and better world where justice and humaneness are real and powerful. Identify strategies to work with reasonable men to affect change, but do so with a proactive and positive mindset, not a reactive and negative attitude. Hold up successful models, but be prepared for criticism—justified and unjustified. Learn from the justified and ignore the unjustified. Don't waste energy on those not ready for change. Expend energy on those men who are ready, and don't complain to potential new allies about other men. Envision new ways for men and women to work together and promote these new ideas or models as new solutions for a new century. Finally, take the high road; be ethical; expect the same from others.

women's leadership

From There to Here: The Journey of A Woman Scientist

Fifty years ago, science was viewed as a pearl to be cultivated. World War II ended in large part because of the physics used to develop radar and the atomic bomb. Congress generously allocated funds to support research endeavors. Industrial research laboratories were just beginning their heyday. And women were becoming members of what had been an elite boys club.

Against this backdrop, Cecily Cannan Selby began her career as a scientist, educator, and administrator. Born in London in 1927, Selby was in boarding school in England in 1939. With the threat of war looming, Selby returned to her parents in New York City. Her father, a chemistry professor, taught and did research at New York University and Woods Hole, Mass. He led the U.S. research effort in chemical warfare and subsequently post-war science policy efforts at the National Academy of Sciences.

An only child, Selby credits her father and the science culture of Woods Hole as two of the reasons she became a scientist herself. "As the only daughter of a charismatic father who lived and loved science, I felt born and bred to the culture," Selby explains. "My view of science included all the nature and beauty in and around seaside Woods Hole, and also the philosophy I found in the James Jeans book I was given as a school science prize."

Selby graduated from Radcliffe at 19, from MIT with a Ph.D. in physical biology at 23, and did some of the first work using electron microscopy to understand cellular form and function at the Sloan-Kettering Institute for Cancer Research and Cornell Medical School.

Early on: A collegial atmosphere

While Selby describes her experiences in the scientific community in the late 1940s and 1950s as collegial and optimistic, not everyone she met supported her. "Not knowing what to major in at Harvard, I first chose math, but got a very sexist math tutor who took one look at me, put his feet up on the desk, and suggested that we study the lives of famous mathematicians," explains Selby. "I knew this was not what I wanted to do and so I switched to physics. My science prize book was titled *Physics and Philosophy* and through my father I knew that physics was helping to win the war."

After World War II the U.S. was intrigued by science. "The country loved us [scientists] as they looked forward to new benefits science could bring after accomplishing so much during the war years," Selby says. "Science



Cecily Cannan Selby

brought profound pleasures and privileges to my life—in exploring the submicroscopic beauties of nature and in skills for problem-solving in so many different ways." At a recent National Council for Research on Women conference Selby described what it was like to be a woman doing science in the early 1950s: "The few women around were no threat to anyone, so I can recall no tales of discrimination. We still thought it a good thing that we were admired and enjoyed as female. I was very young and just happy to be where the boys were and doing what the boys were doing. Science was what the men, like my father, had been doing, and I wanted to do it too. I wanted to do man's work. I even felt proud of being considered a 'tom-boy.'"

When Selby began having children, the laboratories where she worked enabled her to keep a flexible schedule. "My work was notable, my papers to the credit of the institution, and my lowly position no threat to anyone. No one questioned my working four days a week, taking maternity leave, or a summer off," Selby says. "If I had been competing for a professorship, it might have been a different story."

Selby's Insights

- If you love it do it, but be realistic and strategic in setting and acting on your priorities.
- Don't feel trapped. If you don't like the microorganism you're studying, find someone who's got one you like. Fight for good science always.
- The problem-solving you practice in science and engineering can be useful in so many fields. Consider management and administration.
- Go to meetings. Ask questions. Listen to the experiences of others. Participate.

Career Switch

With three pre-school sons at home, Selby decided to leave the laboratory and embark on a path that would take her to the Lenox School where she served as headmistress for 13 years, to Girls Scouts U.S.A. where she served as national executive director for three years, and then back to academia where she held numerous administrative and teaching positions. Although her interest in science remained high throughout the second phase of her career, she never returned to the laboratory.

"When I left the laboratory entirely for family reasons, I had worked with creative, imaginative, and forceful minds and knew that to continue

my own significant intellectual work I had to let my mind play, to indulge in quiet, creative thinking. This, however, is difficult to do when you value time with your children, and homemaking for them and your husband. Providing my children a happy family life was more important for me, personally, than a Nobel Laureate. I did not want to say to my sons, 'Don't bother mother, she's thinking,'" says Selby.

Throughout her career, Selby has made science, technology, girls, and women a priority. Her scientific training provided confidence and problem solving skills that made her a highly sought after consultant and corporate board member. Selby has held a number of corporate directorships including those at Avon Products Inc., RCA, NBC, Loehmanns Inc., and the National Education Corp. She has been a trustee of the New York Hall of Science, Woods Hole Oceanographic Institution, Girls Incorporated, the National Council of Women in Medicine, Brooklyn Law School, and Radcliffe College, among others.

women students today

Body Image and Redefining Feminism Key Issues for Young Feminists

Reproductive rights, sexual orientation, and body image top the list of issues that concern young women on campus today. OCWW recently talked with students at Wellesley College, Smith College, Rutgers University—Douglass College, and the University of Michigan and asked them to comment on the issues that concern them most and to discuss what being a feminist means.

These articulate young women from a variety of backgrounds agreed that education remains a critical component to overcoming animosity and misunderstanding. They acknowledge that while their youth and interest in making a difference invigorates them, acting as change agents takes a great deal of energy. The following are excerpts from their conversations with OCWW Editor Susan Reiss.

Christine Falvo,

Wellesley Class of 1999, Chief Justice of the student run judicial system

"In my opinion, there are a much higher percentage of women at Wellesley who work to improve the rights of women than at co-ed schools, and that is most likely due to the role models we have in upperclass women, alums, and particularly dynamic, feminist professors. Because of this, an environment is set up at Wellesley that allows women the space to interact and share experiences. This leads to higher expectations from us in society's treatment of women.

"I feel that young women who do not consider themselves feminists are afraid of the backlash and the media-corrupted definition of what it means to be a feminist. For me, a feminist is a person who believes in human rights for women and who does his or her part to ensure that women have every opportunity available to them. Whether that means the opportunity to marry, divorce, work for equal pay, have an abortion, raise children, or serve her country should be decided by the particular woman.

"The top three issues that concern me are: the willingness of the American public to accept female political leaders—especially a female President; the international treatment of women; and America's obsession with a particular body image for women that is physically, mentally, and

emotionally unhealthy. Eating disorders are so widespread among women my age. I've seen it limit incredibly talented women."

Jocelyn Benson,

Wellesley Class of 1999, founded the Women in American Political Activism Conference at Wellesley, named one of Glamour magazine's Top Ten College Women for 1998

"Race relations and expressing religious freedom divide people on this campus. Even though we're united because we're women, there is a lot of Balkanization. People debate whether we should have certain holiday celebrations, special houses for ethnic groups that are closed to anyone but members of that group, people's sexual orientation.

"Feminism isn't really talked about on campus I think because there are so many different shades of feminism. To say you're a feminist is moot because everyone assumes that since we're all women, it's not an issue. Off campus it's a different story. I'm seen as representative of all feminist points of view. People assume I feel a certain way about things."

Carla Pfeiffer,

University of Michigan, Class of 1999, Co-founder of the Undergraduate Women's Studies Association (UWSA)

"I think what's important right now is creating a more active, integrated women's movement. It's not enough to have feminist beliefs. We need to push and examine related movements. By presenting examples of the civil rights movement, for instance, people begin to see parallels and start to understand what discrimination is about.

"We didn't want the UWSA to be an all-white women's organization and so we're working hard to create a more heterogeneous group by working with other organizations on campus, but the races don't intermingle on this campus. Informal segregation between the races still exists on campus and beyond, and no united women's movement will ever come to fruition if this barrier is not deconstructed."

Jennifer Friedman,

Smith College, Class of 2001, Co-head of Feminists of Smith Unite

"Smith is in a unique position because it's a very liberal campus. Not all of the women here

are feminists, but the perspective in most classes is feminist. Reproductive rights is a huge issue. A lot of women feel their right of choice is safe, but in the last couple of years our rights have been chipped away. People have a false sense of security.

"In dealing with anti-feminist hostility, you have to choose your battles. Struggling for social justice requires fighting against institutional bias. Many older people think my generation is post-feminist, but the label 'feminist' has been demonized. If one woman has the courage to stand up and say she's a feminist and educate others as to what feminism means and find definitions that are inclusive, then it's all worthwhile."

Angela Clinton,

Rutgers University, Douglass College, Class of 2000, President of the Douglass Student Government Association

"AIDS, sexually transmitted diseases, sexual orientation, and body image are big issues today. The way we enjoy ourselves and the way we eat will shape how women will be in this world. What is bothersome is that people think that being a racist is politically incorrect, but being homophobic isn't. Being homophobic is just as bad." "I think we need to celebrate what our mothers and grandmothers did which has enabled us to grow up with the opportunities we have as women today."

Jessica Greenstone,

Rutgers University, Douglass College, Class of 2000, Women's Studies major

"Domestic violence is a really big issue. I have friends who get involved in relationships where the boyfriend hits them lightly and they stay. Why aren't they seeing what's wrong with this? We need to invite men to women's events and have a mandatory class for men that explains what's acceptable behavior.

"Body image is another key issue. How a woman feels about her body is at the root of her self-esteem. The media's influence on body image is overwhelming. If you compare women's magazines to men's magazines, the women's magazines have more ads related to dieting and self-improvement."



technology climate

A POWREful Challenge for Women Scientists: Work/Family Balance



Sue Rosser

The most significant issue facing women scientists today is balancing work with family responsibilities according to a survey of women who recently received grants from the National Science Foundation's (NSF) Professional Opportunities for Women in Research and Education (POWRE) program. Sue Rosser, director of the University of Florida's Center for Women's Studies and Gender Research conducted the study.

"Although these women pointed out problems with their situations, they all wanted to do their science. They love science which also gives them a very fulfilling career and they would never think of giving it up," says Rosser of the 68 survey respondents. "Women are frustrated by institutions that are arranged by white males and this arrangement makes it difficult for them to realize their full potential."

More than 60% of respondents listed balancing work and family as their top concern. The second most significant challenge was time management and balancing committee responsibilities with research and teaching. The third challenge facing respondents was the low numbers of women, isolation, and lack of camaraderie/mentoring.

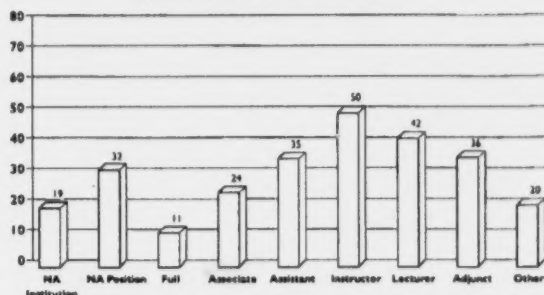
"In part, family responsibilities remain challenging because employing institutions continue to operate as though a full-time caretaker is available at home to provide all back-up necessary to support the participation and performance of the employee," notes Mary Frank Fox, sociology professor at Georgia Institute of Technology. "This 'back-up' is decreasingly available to men—and it is virtually absent for women."

Recasting POWRE

Rosser's survey results were presented at a workshop organized by NSF that focused on ways for the foundation to create a program to aid women scientists and engineers in shaping their careers. In particular, participants examined the POWRE program which began in 1997 and was designed to increase the participation of "women whose careers have been interrupted" and "provide extra support at a critical career stage...after a career interruption to accommodate family responsibilities or relocation requirements."

The POWRE program now encompasses all areas of NSF-supported research and education in science and engineering and was developed to merge the previous targeted women's programs into one overall program. Programs incorporated into POWRE include the Career Advancement Award, Research Planning Grant, Faculty Award for Women, and Visiting Professorship for Women.

Women as a percent of each academic rank—
doctoral scientists and engineers employed at
4-year colleges of universities: 1995



Source: Science Resources Studies Division, National Science Foundation.

In 1998 NSF awarded 206 women grants totalling \$13.7 million. The grants which last between 12 and 18 months range from \$13,000 to \$150,000. POWRE is extremely competitive with a success rate of 20%. The average success rate for NSF grants is 30%.

After two days of discussion and presentation, workshop participants made the following recommendations to improve NSF's focus on women:

- Create an administrative unit under the Office of the Director of NSF and within Science and Technology Infrastructure to provide coordination, leadership, and an internal and external contact point for all women's programs.
- Assign a full-time program officer for POWRE within this unit.
- Continue to support advancement of individual women scientists at critical junctures in their lives/careers.
- Instruct evaluators to give weight to potential impact of the proposed research to change and improve the institutional environment for women
- Develop a continuing lineage of POWRE alumnae as a self-sustaining mentoring program and facilitate collection of follow-up data for these women.
- Encourage proposals focused on science and technology educational research (including curriculum development, cognitive and learning studies, or teaching methodologies) and social science research intended to increase understanding of institutional changes, programs, and policies effective in improving the institutional environment for women.

Some of the recommendations from the workshop helped NSF program officers recast the POWRE program announcement for 1999, but as Priscilla P. Nelson, NSF program director, G3S/CMS, and Acting Senior Engineering Coordinator, Directorate for Engineering notes "some of the suggestions made in the workshop will require more financial resources, time, and organizational change than can be accommodated in a 6 month to 1 year period at NSF." Nelson adds that those interested in initiatives such as the POWRE program should continue to keep a watchful eye on NSF's web site for new developments related to the program. For more information on the POWRE program go to the NSF web site (www.nsf.gov), select "Crosscutting Programs" and then select "POWRE".

Technology

Women's Studies Online

This spring Elizabeth Creamer will teach two sections of "Contemporary Feminist Issues," a graduate course at Virginia Polytechnic and State University. Not so unusual until you discover that one section will be taught entirely through the Internet. The second section includes both classroom and online components.

Each week of the online course is highly structured and features discussion questions pertaining to each reading, online discussions, and an experiential lab in which students must seek out real-world examples of the theory discussed in the course. Everything from course registration to the purchase of books to submission of assignments happens online.

For the online section of her course Creamer expects to attract students who "are interested or need to know about Women's Studies for job purposes but who are unable to attend regularly scheduled classes on campus because of their job, family responsibilities, or because of a disability." She is undaunted by the debate currently underway among feminists regarding the use of the Internet, in particular, and technology, in general. This Internet innovator suggests that to use the medium for instruction "is a form of activism itself."

Creamer stresses that the medium is not a substitute for teaching face-to-face. "I'm invested in collaborative learning, and I think that students taking online courses will engage in more active learning than in a traditional classroom." She anticipates students will need to spend 8-10 hours a week on the course.

Preparation is the key

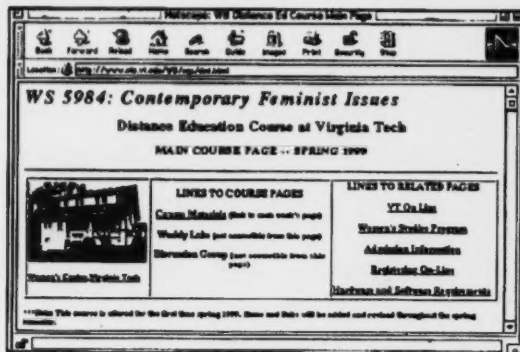
Preparing for the all-online course has been a big undertaking according to Creamer who received a one course release to ready the online course. "I estimate I've spent 300 hours on the course choosing readings, developing

discussion questions, locating web sites related to the readings, and developing the web pages," she explains. When OCWW spoke with Creamer, she still had to add video, sound, and her lecture notes to the course modules. What can an instructor gain from so thoroughly laying out a course in this manner? "You get a really broad picture of the class and a sense of completeness," says Creamer.

She likens her new course to a planetary system in which each week is a separate planet with its own template. "This course will continue to evolve for several more semesters," notes Creamer. "Two semesters from now other Women's Studies professors might take components from weeks 2, 9, and 10 and use them in their courses."

Evaluation is another critical element of online teaching, and Virginia Tech has developed an evaluation process for other distance learning courses which Creamer is adapting for her course. At three points during the semester she'll assess student interaction and students can assess the course.

Although Creamer has enjoyed developing her online course, she cautions that the Internet is not a medium for every course. "The best courses to put online are bread and



butter courses that have broad enrollments such as an introduction to government and politics. It's not for specialty courses that are given only once," Creamer says.

Visit Creamer's online course at <http://www.cis.vt.edu/WS/egc/ded.html> (a password is required to get past the first few pages).

women @ technology

on the web

Discussion groups for women in science, mathematics, and technology
WISNET (Women in Science and Engineering Network)—covers issues relevant to the education and employment of women in science, mathematics, and engineering.

To subscribe, send message to listserv@UICVM.CC.UIC.EDU, no subject, with the message "subscribe wisenet first_name last_name"

WOMUNSCI (Women Undergraduates in Science)—covers issues related to increasing participation of undergraduate women in science.

To subscribe, send message to majordomo@cs.umass.edu, no subject, with the message "subscribe womansci_your e-mail address_your name"

Graduate Women in Science—affiliated with Sigma Delta Epsilon/Graduate Women in Science provides a forum for all interested women scientists.

To subscribe send message to sheri_cole@som-bbsb.ucsd.edu

EDEQUITY—forum to discuss how to attain equity for males and females and how gender equity can be a helpful construct for improving education for all.

To subscribe send message to majordomo@mail.edc.org, no subject with the message "subscribe edequity" and/or subscribe to the digest "subscribe edequity-digest"

FIST (Feminists in Science and Technology)—discusses feminists in science and technology, feminist science, feminist critiques of science and technology, plus the teaching of science and use of technology.

To subscribe, send message to listserv@dawn.hampshire.edu, no subject, with the message "subscribe first first_name last_name"

for your bookshelf

Humanities

Women, Autobiography, Theory, edited by Sidonie Smith and Julia Watson (The University of Wisconsin Press, 1998). Smith and Watson present a guide to the burgeoning field of women's autobiography and draw into one volume the most significant theoretical discussions on women's life writing in the last 20 years. Essays from 39 critics and writers explore narratives across the centuries and around the world. They focus on such collections as diaries, memoirs, prison narratives, coming-out stories, and spiritual autobiographies. A list of more than 200 women's autobiographies and an extensive bibliography of critical scholarship are included. \$29.95, paper. (The University of Wisconsin Press, 2537 Daniels St., Madison, WI 53718; 800/829-9559; www.wisc.edu/wisconsinpress/).

Strangers & Pilgrims—Female Preaching in America, 1740-1845, by Catherine A. Brekus (UNC Press, 1998).

Brekus provides a comprehensive history of female religious leadership in the U.S. She tells the story of several generations of women, both white and African-American, who stepped into the pulpit long before the 20th century battles of female ordination began. The lives of more than 100 women who crisscrossed the country between 1740 and 1845 are revealed. Because they did not join the women's rights movement but still defended women's essential worth and dignity, Brekus argues, they are far more representative of average 19th century women than activists such as Elizabeth Cady Stanton. \$17.95, paper. (University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515; 800/848-6224; sunsite.unc.edu/uncpress/).

Contemporary Feminist Theories, edited by Stevi Jackson and Jackie Jones (NYU Press, 1998). This volume draws on the expertise of a number of Western feminists who reflect

on the breadth of feminist theory as well as shifts within it. Each chapter maps the development of feminist thought in a particular area over time and suggests future directions. Contributors provide a range of insights into feminist theory in disciplines as diverse as literature, science, and politics. \$20.00, paper. (New York University Press, 70 Washington Square, New York, NY 10003; www.nyuupress.nyu.edu).

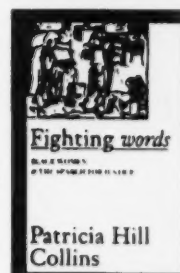
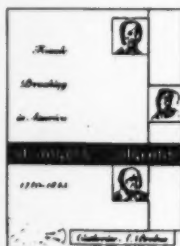
Souls, Bodies, Spirits: The Drive to Abolish Abortion Since 1973, by Kerry N. Jacoby (Greenwood Publishing Group, 1998). Jacoby provides a comprehensive social history of the anti-abortion campaign from its beginnings following *Roe v. Wade* through the 1996 elections. Jacoby examines the effort as a Catholic moral crusade, as a major social movement with its beginning in 1980, and finally as a direct action activity initiated in the late 1980s. In her conclusion, Jacoby provides a new model for understanding faith-based political action. \$59.95, cloth. (Greenwood Publishing Group Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881; 800/225-5800; www.greewood.com).

Social Sciences

Freedom to Differ—The Shaping of the Gay and Lesbian Struggle for Civil Rights, by Diane Helene Miller (NYU Press, 1998). Miller examines recent arguments supporting lesbian and gay civil rights, exploring ways these arguments are both constructive—helping to win court cases seeking basic human rights—and limiting—narrowly framing how the general public views lesbians and gays, and how lesbians and gays view themselves. The author also examines how the civil rights focus has shaped the ways lesbians are represented in American public life and how available definitions of lesbian lives may actually preclude certain initiatives on their behalf. \$18.50, paper. (New York University Press, 70 Washington Square, New York, NY 10003; www.nyuupress.nyu.edu).

Feminism and Citizenship, by Rian Voet (Sage Publications, 1998). Until recently feminist theory and citizenship theory have been regarded as two distinct areas. Voet challenges this view, arguing for the need to connect the debates around citizenship and feminism. The author also advocates a unique feminist intervention into the sub-themes of citizenship, including liberty, rights, social equality, political identity, political representation, and political judgement. \$22.95, paper. (Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; 805/499-0721; info@sagepub.com).

Fighting Words—Black Women and the Search for Justice, by Patricia Hill Collins (University of Minnesota Press, 1998). In this new work, Collins expands and extends the discussion begun in her work *Black Feminist Thought*. She investigates how effectively Black feminist thought confronts the injustices African American women currently face. Contrasting social theories that support unjust power relations of race, class, gender, and nation with those that challenge inequalities, Collins explores why some ideas are granted the status of "theory," while others remain "thought." She argues that because African American women and other historically oppressed groups seek economic and social justice, their social theories may emphasize themes and work from assumptions that differ from those of mainstream America, generating new angles on injustice. \$18.95, paper. (University of Minnesota Press, 111 Third Avenue South, Suite 290, Minneapolis, MN 55401; www.upress.umn.edu).



The Economics of Gender, 2nd Edition, by Joyce P. Jacobsen (Blackwell Publishers, 1998). This updated edition presents an introduction to the new work on the differences between women's and men's economic opportunities, activities, and rewards. Although Jacobsen's primary focus is on contemporary U.S. patterns, she devotes four chapters to cross-societal comparisons. She also takes a close look at the evolution of contemporary patterns over time and the impact on them of race, ethnicity, and class. The book concludes with a chapter on policy proposals which offers guidance on classifying and organizing gender-based reforms. \$34.95, paper. (Blackwell Publishers, 350 Main Street, Malden, MA 02148; www.blackwellpublishers.co.uk).



The Truth That Never Hurts: Writings on Race, Gender, and Freedom, by Barbara Smith (Rutgers University Press, 1998). Smith brings together more than two decades of literary criticism and political thought

about gender, race, sexuality, power, and social change. The collection also brings together political commentaries that examine the 1968 Chicago convention demonstrations; attacks on the NEA; the Anita Hill-Clarence Thomas Senate hearings; and police brutality against Rodney King and Abner Louima. The book includes an essay on racial violence and the bonds between black women that make it possible to survive. \$22.00, cloth. (Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854; 800/446-9323).

Campus and Classroom

Taking Women Seriously—Lessons and Legacies for Educating the Majority, by M. Elizabeth Tidball, Daryl G. Smith, Charles S. Tidball, and Lisa E. Wolf-Wendel (American Council on Education/Oryx Press, 1998). The authors examine women's colleges and identify the characteristics that have made these institutions success-

ful. They argue that what works at these colleges can be adapted to all institutions of higher education. The volume first provides an historical overview of higher education for women in the past 40 years, then presents a summary of significant findings on "what works for women," based on formal research conducted by scholars from a variety of disciplines. Finally, the authors offer "legacies" from effective women's colleges that can serve as models for other institutions. \$29.50, paper. (Oryx Press, P.O. Box 33889, Phoenix, AZ 85067; 800/279-6799; www.oryx-press.com).

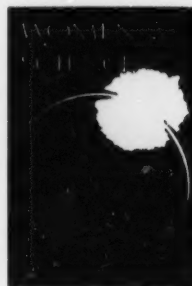
Learning to lead in higher education, by Paul Ramsden (Routledge, 1998). Drawing on ideas from the world of business as well as research into what makes academic leaders committed and productive, Ramsden provides department heads and course leaders with practical tools they can use to improve their management and leadership skills. The book shows academic leaders how to increase research productivity and enhance teaching quality. In addition, it demonstrates how leaders can help their staff through tremendous change without compromising professional standards. \$24.99, paper. (Routledge 29 West 35th Street, New York, NY 10001; 800/634-7064; 212/564-7854).

Science and Technology

Women in Science—Meeting Career Challenges, edited by Angela M. Pattatucci (Sage Publications, 1998). Despite larger numbers of women in other professional fields, women are still largely under-represented in the sciences. The 25 women scientists who contributed to *Women in Science* examine the difficulties that women encounter in the scientific community, through personal accounts of a scientific environment in which women are judged more by stereotype than ability and are often forced to travel the

road to success in isolation. Strategies are offered for overcoming gender-specific barriers as are examples of programs that aid women in establishing successful scientific careers. \$24.50, paper. (Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320; 805/499-0721; info@sagepub.com).

Women Scientists in America, Vols. 1 and 2, by Margaret W. Rossiter (The Johns Hopkins University Press, 1998). Volume 1 of the paperback edition of Rossiter's book provides a comprehensive analysis of women's participation in American science. Rossiter describes the personalities and activities of numerous women scientists who overcame extraordinary obstacles to contribute to the growth of American science. In Volume 2, Rossiter delves into the struggles of women in the post-World War II era to overcome deep-seated opposition to their presence in the scientific community despite a public posture of welcoming women into the scientific professions. \$17.95, paper. (The Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218; www.press.jhu.edu).



Don't let the lack of financial resources hamper the pursuit of education. AAC&U's revised *Financial Aid: A*

Resource for Women, 6th Edition by Julie Kuhn Ehrhart and Amanda Lapof is now available. Contact AAC&U, 202/387-3760; www.aacu-edu.org.

resource update

Calls for Papers

Historical and Multicultural Encyclopedia of Female Reproductive Rights in the U.S. seeks submissions on issues related to female reproductive rights. Contact Judith Baer, Texas A&M University, 409/845-2246; j-baer@tamu.edu.

Feminist Theory, a new international journal published by Sage, seeks submissions. Contact the editors at Centre for Women's Studies, University of York, Heslington, York YO1 5DD; sfj3@york.ac.uk or jane.makoff@sagepub.co.uk.

Conferences

Women's Undergraduate Conference, "Future Under Construction: Women Claiming Spaces," March 12-13, 1999, Oneonta State College. Contact Jackie Benjamin 607/436-8303; benjj00@oneonta.edu.

Body Politics symposium, April 4-5, 1999, University of Toledo, will address issues of the body from feminist and/or gender perspectives. Contact Renee Heberle, 419/530-4061; rheber1@uoft02.utoledo.edu.

Women Transforming the Public, April 23-25, 1999, a conference examining the social, cultural, and economic progress women have made in the U.S. and other countries during the 20th century. Contact Shirley Lim, University of California, Santa Barbara, 805/893-4330; slim@humanitas.ucsb.edu.

Irish Women Writers, May 26-29, 1999, Women's Education Research and Resource Center, University College, Dublin. Contact Lia Mills, WERRC@OLLAMH.UCD.IE.

Gendered Landscapes: An Interdisciplinary Exploration of Past, Place, and Space, May 31-June 1, 1999, The Penn Stater Conference Center Hotel, University Park, Pa. For information send email to conferenceinfo1@cde.psu.edu.

Gender and Women's Studies Faculty Workshop, June 8-19, 1999, Costa Rica. Deadline to apply is April 1, 1999. Contact Ilse Leitingner, Instituto

Monteverde, Apartado 69-5655, Monteverde de Puntarenas, Costa Rica, mvipac@sol.racsac.co.cr.

Cycling Towards the New Millennium: Interdisciplinary Research on Women's Health, June 10-12, 1999, at the University of Arizona, Tucson is sponsored by the Society for Menstrual Cycle Research. The meeting is co-sponsored by the UA College of Nursing and SIROW. Contact Lisa Bernal, 520/621-7338; lbernal@u.arizona.edu.

Women and Society conference, June 11-13, 1999, Marist College, Poughkeepsie, N.Y. Contact JoAnne Myers, 914/575-3000, ext. 2234; JZLY@MaristB.Marist.edu.

National Women's Studies Association 20th Annual Conference, June 17-20, 1999, Albuquerque, N.M. Plenary talks will discuss "Interdisciplinarity," "Feminism and (Post-) Colonialism," and "Life After Graduation: Women's Studies Students Enter the World." Contact Ellen Cronan Rose, University of Nevada, Las Vegas, ecrose@nevada.edu.

Women Across the Millennia, June 20-July 7, 1999 is a trip sponsored by the International Women's Studies Institute. Participants will travel in Greece from Crete to Delphi. Contact IWSI, 650/323-2013; lillian33@juno.com.

Black Women in the Academy II: Service and Leadership Conference, June 24-27, 1999, Omni Shoreham Hotel, Washington, D.C. Speakers include Shirley Jackson, Peggy Antrobus, and Margaret Wilkerson. Contact Shari Miles or Jacy Willis, 202/806-6854.

Resources

IQ: Women and Girls in Science, Math, and Engineering from the National Council for Research on Women considers the experiences of women in the sciences and presents an overview of recent debates, funding, and the opportunities and obstacles faced by girls and women in various scientific fields. Contact NCRW, 11 Hanover Square, 20th floor, New York, NY 10005; 212/785-7335; fax: 212-785-7350; ncrw@ncrw.org.

The 5th edition of the **Directory of Women in Science and Engineering (WISE): Ph.D. Candidates and Recipients, and Postdoctoral Appointees** is available from the Committee on Institutional Cooperation. The directory lists nearly 400 women graduate students who have completed or expect to complete their doctorates between 1997 and 2000 as well as women who hold postdoctoral appointments at one of the participating CIC campuses. Detailed information on each student is provided. Contact the CIC at 217/333-8475 or visit the the CIC web site (www.cic.uiuc.edu).

The 16th edition of the **CIC Directory of Minority Ph.D. Candidates and M.F.A. Recipients** is now available and provides detailed information on Native Americans, African Americans, Mexican Americans, Puerto Ricans, Hispanic Americans, and Asian Americans (in the sciences, humanities, and social sciences) who are U.S. citizens and who have completed or expect to complete their doctorates or M.F.A. degree between 1997 and 1999 at one of the CIC institutions. Contact CIC at 217/333-8475.

Latina High School Leaving: Some Practical Solutions by Harriett Romo is a free ERIC Clearinghouse digest that examines the high dropout rate among Latinas and how schools and society can reverse the trend. It explores how gender roles, families, schools, and friends influence Latinas in their education and career decisions and what steps are needed to help these girls feel accepted. Contact ERIC at 800/624-9120 or visit the ERIC web site (www.ael.org/eric/digests/endorc978.htm).

Visiting scholars/fellows opportunities for postdoctoral work are offered by the Resource Center in Gender and Development at the M.S. Swaminathan Research Foundation in Chennai, India. Scholars stay for 6 to 11 months. For information on the resource center visit (www.mssrf.org). To learn more about the fellowships contact Mina Swaminathan, 091 044 235 1229/235 1698; fax 091 044 235 1319; MDSAAA51@giasmd01.vsnl.net.in.

Females/Male Salary Inequities: The Role of Promotion

Continued from page 2

during this time. The comparison can be made, however, of the actual proportion remaining to that point. For men, 65% remain in the lower ranks after 20 years in their careers, but for women it is 80%. This is important for salary because at this university a full professor rank yields on average \$26,224 more than an assistant professor rank, and \$15,609 more than an associate professor rank.

Potential Bias in Studies Using Rank

For many years salary inequity studies have been confounded by the notion that salary inequities can be explained by nondiscriminatory factors. One such notion is that if you control for rank and the sex difference in salary disappears, then there is no inequity. This notion has obvious flaws. Transitions from one rank to the next are not equal steps across all ranks, and neither are the academic criteria against which candidates are judged.

Consider that promotion is a status transition, and rank represents that achieved status. Status itself, regardless of differences in productivity, is something valued and rewarded in our society. We confer status on those individuals we value highly (or who have attributes we value highly), and we withhold status from those individuals we value less than others (or who have attributes we value less highly than others). In a society that values men over women, the status of rank will be conferred more often on men than women, and withheld more often from women than men.

The foregoing analysis provides a means to quantify the role that gender bias could play in the promotion process. Given that the promotion process is not absolutely free of gender bias, understanding the impact of promotion timing enables faculty members and university administrators to ascertain whether discrimination has occurred at their institutions without relying on the potential flaws of using rank as an economic leveler in salary studies.

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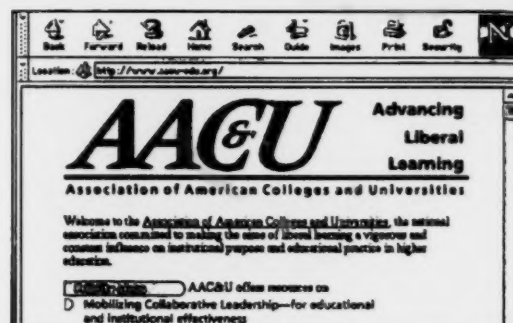
What Doesn't Explain the Unexplained Pay Gap Between Male and Female Faculty?

Continued from page 3

resources—including labor—at the lowest possible price. Although this concept applies to both genders, women may be more likely than men to accept lower offers. Alternatively, institutions may make lower initial salary offers to women than they would to comparable men if they feel that they have a good chance of still reaching an agreement. Unfortunately, data are not generally available on starting salaries and qualifications of faculty needed to examine this possibility, and most institutions hire too few faculty each year to conduct reliable statistical analyses on them.

Why has the unexplained pay gap between men and women persisted for so long, and what are the prospects for the future? Some progress is being made in achieving salary equity. The 1993 national survey indicates that the unexplained pay gap for women ages 40 and under (4%) was much lower than for women over age 40 (12%). As younger faculty replace older faculty and move through the system, the unexplained wage gap should fall. Although progress has been slow due in part to the elimination of mandatory retirement, faculty demographics should soon lead to higher retirement rates, and bring with it a smaller, unexplained pay gap in the future.

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Continued from page 1

Equality in compensation depends on administrators and faculty examining policies and procedures to find out where the devaluation, accrued micro-inequities, or unintended procedural biases might reside. Such institutional commitment to fairness enhances the morale of the academic community at large and stands as a testimony to practicing equality, not simply espousing it.

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MARCH IS WOMEN'S HISTORY MONTH

This year's theme is "Women Putting Our Stamp on America." For more information contact National Women's History Project, 7738 Bella Road, Windsor, CA 95492; 707/838-6000; www.NWHP.org.

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Changing the System

In March 1998, Selby chaired "Choices and Successes: Women in Science and Engineering," a New York Academy of Sciences conference that brought together a diverse group of 300 scientists and engineers to consider why and how to retain talented and interested women in science and engineering. The meeting marked the 25th anniversary of the Academy's landmark 1972 conference, "Women in Science: Determinants of Success." The goal of the 1998 gathering was to assess whether, where, and how progress has taken place in the intervening quarter century, and to recommend ways of accelerating it based on research and the "best practices" to be found in corporate, government, and academic institutions.

"Women scientists today want their science and engineering to be their work, not men's work," says Selby. "Too many talented and interested women are opting out because they are rejecting the values, policies, and practices now determining laboratory climate, reward systems, funding, evaluative criteria, and access to the top. Systems now in place that govern career development and the work of science itself were set in place when laboratories and workplaces were culturally homogeneous. I don't want science and engineering research left to those who will tolerate or even thrive in conditions that reflect sexism, racism, or simply bad science and society philosophies. If we want truly multicultural coed workplaces, for the good of science and of society, we need multicultural co-ed values, policies, and practices."

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Taking Coeducation Seriously

Gender equality, curriculum transformation, single-sex institutions. For 30 years these terms and what they symbolize have generated heated debates and stunning innovations. As we stand at the threshold of the 21st century, we know far more about what makes all students thrive. We need only the will to alter what stands in the way.

Increased access to admissions offices and playing fields enables both women and men to experience all that higher education has to offer. In the corridors of academe, curricula are being transformed to include material on women and, more recently, to evaluate how we are teaching about men and masculinity. But more enlightened curricula and open classrooms and locker rooms are just a beginning. More must be done. Balanced, enriching learning environments where men and women from all backgrounds learn from each other and about each other should be promoted and even demanded.

In October 1998, the American Association of University Women Educational Foundation issued a new report, *Gender Gaps: Where Schools Fail Our Children*. AAUW's research suggests that girls are still underperforming boys in such high stakes exams as the SAT, ACT, and AP tests. But rather than amplifying only the areas where girls lag, the *Gender Gaps* study describes areas where schools should do a better job for both boys and girls.

AAUW Senior Research Associate Pamela Haag notes, "There are areas where boys lag and areas where girls lag. The public schools need to strive for equal outcomes for both groups."

In February of this year, *U.S. News and World Report* published an article on the growth of women on campus. The headline screamed, "Where the Boys Aren't: Women are a growing majority on campus. So what are the men up to and who's losing out?" An article in *The Public Interest* suggested that while a gender gap exists in American schools, it favors girls, not boys. Rather than using rhetoric that polarizes, Haag asserts, "This has to be seen as two sides of the same problem, not one group at the

expense of the other."

Critical to improving access to and balance in higher education is the relationship between women and men. As Hannah Goldberg, AAC&U Senior Fellow and Provost Emerita at Wheaton College, urges in her article in this issue, "The truly coeducational institutions of the 21st century will educate men and women to want to share the world with each other, and will teach them how to do it."

Michael Kimmel, professor of sociology at SUNY, Stony Brook, echoes Goldberg in his article. He suggests that to develop a greater understanding of gender requires a greater understanding of masculinity. "To fully integrate gender... we have to see both women and men as gendered... As

gender inequality is reduced, the real differences among people—based on race, class, ethnicity, age, sexuality, as well as gender—will emerge in a context in which each of us can be appreciated for our uniqueness as well as our commonality."

While men and women have much to gain from a deeper understanding of each other, the authors of a new book *Taking Women Seriously*, Lee Tidball, Daryl Smith, Charles Tidball, and Lisa Wolf-Wendel describe how the academic, social, and developmental experiences at women's colleges offer new insights for coeducational institutions. In an interview on page 4, Lee Tidball argues that "taking women seriously requires looking at deep issues in

the culture, practices, and demographics of coeducational campuses—theoretically, environments that are for all, but in reality work on behalf of relatively few."

To promote educational environments in which all can flourish, administrators, trustees, faculty, and students must be intentional about first discovering, then implementing, policies and programs that enhance learning and achievement. By challenging institutions and "business as usual," we can transform higher education. At the close of the 20th century, a century that epitomizes the best and worst in humankind, we should embark on a journey whose goal, as Hannah Goldberg describes, "is to go beyond equity to achieve true partnerships between women and men."



Central Washington University

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focus on coeducation

Coeducation for the 21st Century

By Hannah Goldberg

AAC&U Senior Fellow

Provost Emerita, Wheaton College

The conventional definition of coeducation as "the education of both sexes at the same institution and in the same classes" describes the vast majority of colleges and universities in this country. As the logicians would say, this may describe the necessary conditions for coed-



Wheaton College

ucation, but it by no means describes the sufficient conditions for it. Yet this definition accurately describes most coeducational institutions today, and represents a great advance over an era in which one of our most distinguished colleges, as a nineteenth-century pioneer of coeducation, did not hold classes on Mondays in its early years so that female students could do the laundry on that day!

The landscape of higher education has surely changed since then but as we look ahead to a new millennium we recognize that even more significant changes are needed. The important work by Bernice Sandler and her colleagues at AAC in the 1970s on the classroom climate for women at most coeducational institutions has alerted us to the importance of both pedagogy and professorial expectations in educating women and men together. The pioneering work of Wheaton College in Massachusetts on gender balancing the curriculum has shown us that what is taught matters as much as how it is taught. Historically, few colleges, even single-sex ones, have been attentive to the curriculum; nor have they stressed gender itself as a social construction that required study. Fewer still have recognized that men and women have different learning styles, respond differently in the classroom, and arrive at colleges and universities already socialized to play the roles expected of them.

In October 1998 Wheaton College celebrated its 10th anniversary as a

coed institution after over 150 years as a women's college. In celebration of that anniversary Wheaton hosted a conference, "Coeducation for the 21st Century," to examine the critical gender issues involved in educating men and women together, and to ask how higher education might foster gender equality in learning and in life. Conference participants recognized how far we have come in creating more inclusive curricula and classrooms, but it was also acknowledged that the work is far from complete and that numerous challenges remain.

When formerly single sex institutions become coed, they need to do more than provide additional bathrooms, increase the food budget, and add varsity sports that will appeal to the new matriculants. Schools that have always been coed have an equally daunting task if they are to become truly coed. By the end of their first year at college, men should learn that they, too, have gender, that this is not a category reserved for women alone. Both women and men should begin to understand the extent to which gender is socially constructed and requires study if it is to be properly understood. To take both women and men seriously in the classroom and in the community, we must recognize that gender stereotypes still exist and that until we challenge those stereotypes and recognize the many existing varieties of "masculinities" and "feminisms" we will not be able to provide an authentic coeducational experience to women or to men.

Because students come to us fully socialized, there is often a gap between what students learn (and embrace) in the classroom and how they behave outside the classroom. What we think of as the "invisible curriculum," what goes on 20 hours of the day, is crucially important to the ethos of an institution and makes it imperative that we be attentive to the invisible curriculum. How people live together in the residence halls, how they govern themselves, who occupies the leadership positions on a campus, and how students participate in activities outside the classroom are all crucial aspects of the educational experience.

Moving Coeducation into the Next Millennium

To develop an important gender balance in the 21st century, higher education must:

- Create a campus environment that reflects the equality of women and men in all areas of campus life.
- Increase the number of faculty members who are fully committed to gender equity.
- Provide a curriculum that is relevant to the lives of both men and women.
- Adopt policies that support the goals of gender equity.
- Develop a campus culture that is inclusive of all students.

focus on coeducation

Educating Men and Women Equally

By Michael Kimmel

Professor of Sociology

State University of New York, Stony Brook

Gender is everywhere we look. In the past 25 years, the pioneering work of feminist scholars has made us increasingly aware of the centrality of gender in shaping social life. Gender is one of the central organizing principles around which social life revolves. Twenty-five years ago, social scientists would have only listed class and race as the master statuses that defined and proscribed social life. If you wanted to study gender in the 1960s in social science, you might have been able to study "Marriage and the Family"—which was kind of the Ladies Auxiliary of the Social Sciences. There were no courses on gender. We know that gender is one of the axes around which social life is organized, and through which we understand our own experiences.

In the early days of the development of women's studies programs, feminist scholars properly focused most of their attention on women—to what Catharine Stimpson has called the "omissions, distortions, and trivializations" of women's experiences—and the spheres to which women have historically been consigned, like private life and the family. Now, we need to go further. We need to include men in terms of both what is taught about gender and to whom. There are in fact only a few places that offer courses on masculinity. Courses on gender in many colleges and universities are also populated largely by women, as if the term only applied to them.

We need to fully integrate gender in our courses, fulfilling the promise of women's studies by understanding men as gendered as well. Rarely, if ever, do we see a course that examines the lives of men as men. What is the impact of gender on the lives of famous men? How does masculinity play a part in the lives of great artists, writers, presidents and so on? On this score, the traditional curriculum suddenly draws a big blank. Everywhere one turns there are courses on men, but no information on masculinity.

Gender for Women Only?

We continue to act as if gender applied only to women. Now we have to make gender visible to men. This was made clear to me in a seminar on feminism I attended in the early 1980s. During a discussion between two women, I first confronted this invisibility of gender to men. During one meeting, a white woman and a black woman were discussing whether all women were, by definition, "sisters," because they all had essentially the same experiences and because all women faced a common oppression by men. The white woman asserted that the fact that they were both women bonded them, in spite of racial differences. The black woman disagreed.

"When you wake up in the morning and look in the mirror, what do you see?" she asked.

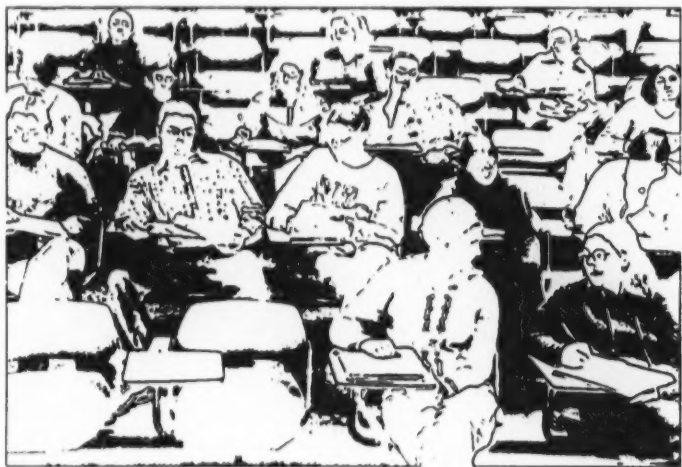
"I see a woman," replied the white woman.

"That's precisely the problem," responded the black woman. "I see a black woman. To me, race is visible every day, because race is how I am not privileged in our culture. Race is invisible to you, because it's how you are privileged. It's why there will always be differences in our experience."

As I witnessed this exchange, I was startled, and groaned—more audibly, perhaps, than I had intended. Being the only man in the room, someone asked what my response had meant.

"Well," I said, "when I look in the mirror, I see a human being. I'm universally generalizable. As a middle class white man, I have no class, no race, no gender. I'm the generic person!"

Sometimes, I like to think that it was on that day that I became a middle class white man. Sure, I had been all those before, but they had not meant much to me. Since then, I've begun to understand that race, class, and gender didn't refer only to other people who were marginalized by race, class, or gender privilege. Those terms also described me. I enjoyed the privilege of invisibility. The very processes that confer privilege to one group and not another group are often invisible to those upon whom that



Hobart/William Smith

privilege is conferred. What makes us marginal or powerless are the processes we see, partly because others keep reminding us of them.

Invisibility is a privilege in a double sense—describing both the power relations that are kept in place by the very dynamics of invisibility, and in the sense of privilege as luxury. It is a luxury that only white people have in our society not to think about race every minute of their lives. It is a luxury that only men have in our society to pretend that gender does not matter.

American men have come to think of ourselves as genderless, in part because we can afford that luxury of ignoring the centrality of gender. So we treat our male military, political, scientific, or literary figures as if their gender, their masculinity, had nothing to do with their military exploits,

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focus on coeducation

Learning From Women's Colleges

In their new book, Taking Women Seriously (ACE/Oryx Press, 1999), Lee Tidball, Daryl Smith, Charles Tidball, and Lisa Wolf-Wendel offer a comprehensive examination of the impact of women's colleges on the lives of women. As part of their discussion about the ways in which women's colleges promote success among women, they delineate essential elements that enable women to succeed. They then extend their thinking to coeducational institutions and suggest how these institutions might adapt their own environments to include these essential elements. By so doing, these institutions can improve the educational experience of all students.

OCWW interviewed the authors about their findings and the importance of these findings to higher education.

OCWW: Much research has been done on women's colleges and their impact on the lives of women. Your book, *Taking Women Seriously*, provides a review of the literature starting with the early 20th century, and particularly emphasizes findings from the last 40 years. What new insights does your book provide?

Tidball: The research findings demonstrate that women's colleges are foremost in promoting positive environments for women. By understanding the very solid infrastructure that has produced these results, we can determine what the elements are that lead to women's colleges' efficacy. Further, it is important to appreciate that our emphasis is on institutions or groups of similar institutions rather than upon individuals, although we may use the achievements or opinions of individuals to provide an understanding of institutional identity.

To provide a context for the higher education of women in the U.S., our book recounts a brief history demonstrating the leadership role women's colleges have played, first in establishing colleges for women and, once women had gained access to virtually all institutions of higher education, in continuing to provide leadership to discover what works for all kinds of women. As we constructed our book, we became increasingly aware that there is no single aspect of the educational environment that will suffice for taking women seriously. Rather, it is the totality—the integration of many larger and smaller characteristics of the environment—that work together to promote an optimal environment for educating women. For example, our book includes material on roles of governing boards and alumnae associations that we have found to be critical to taking women

The hurdles that need to be overcome are primarily those related to educating people who are not yet convinced that hurdles exist.

seriously, as well as research on students and faculty. In sum, taking women seriously requires intentional development of an institutional mission that is understood and implemented at all levels and by all constituencies of a given college or university.

OCWW: Women's colleges are committed to helping women students succeed. What are the key elements that enable women to flourish?

Tidball: Using women's colleges as models, we have learned some lessons that are applicable to women wherever they may be found. We have learned, for example, that women need to have spaces and locations where women's voices are heard and treated with respect; that women's issues are best served when they are at the center rather than the margin; that it is important to have positive peer groups to influence development, to have women faculty role models, to hold students to high expectations, and to provide students with tangible support. Students who have the benefit of such an educational environment are more likely to develop a sense of satisfaction with their education, self-confidence, and self-esteem, to discover their capacity for leadership, and to pursue nontraditional fields. All collaborate to enhance students' aspirations that, in turn, are related to their subsequent, post-collegiate accomplishments.

These characteristics are not ones that will assist only white women; indeed, parallel literature on historically black colleges and universities and on Hispanic serving colleges suggests that these traits also facilitate the success of women of color even as we have found that outcomes for African American women and Latinas are positively influenced both by women's and special focus institutions. The key is that institutions must be intentional about serving their students, faculty, and other community members, especially those who have been historically disenfranchised.

OCWW: After 30 years, some progress has been made in higher education for women. How long do you think it will take to achieve the agenda set forward in *Taking Women Seriously*? What hurdles need to be overcome?

Tidball: It is heartening to see the progress that has been made—but there is still a long way to go. In fact, some of the progress obscures the problems that still exist. Specifically, many people believe that coeducation means equal education for both women and men. Adding women to the mix, however, is not sufficient to bring about equal education. If one looks at the history of men's colleges that began accepting women as students, one sees an "add and stir" process. There has been little intentionality about the kinds of structural, policy, or climate changes that might be appropriate to address the new population.

Former women's colleges, however, had to be more intentional about what it meant to add men to the student body because they had to counteract the stigma of having been a college for women. A similar situation exists for people of color. Institutions have defined diversity as an access issue and seemingly worked hard to improve numbers of students and sometimes numbers of faculty and administrators; they did not, however,

work equally hard to change the climate, the culture, the curriculum, or the orientation of the institution. Not surprisingly, failure to make institutional adaptations to meet the needs of these new students yielded problems with retention and student success.

Taking women seriously requires looking at deep issues in the culture, practices, and demographics of coeducational campuses — environments that are theoretically for all but which in reality work on behalf of relatively few. Finally, the issues we have identified for women connect quite strongly with issues that obtain for people in all groups that have been marginalized. The hurdles that need to be overcome are primarily those related to educating people who are not yet convinced that hurdles exist.

OCWW: What lessons can coeducational institutions learn from women's colleges?

Tidball: The hope and intent for our book is that it will demonstrate to coeducational institutions many ways in which they could adapt their environments as they make new and renewed efforts to take women in all constituencies seriously. The most important lesson to be learned from women's colleges is that there is no single element or activity that will be certain to foster all the best elements of a positive educational environment for women. Repeatedly we have found that it is the totality of the environment that is important. There must be a certain underlying consistency, even if it is not immediately apparent to the casual observer. For example, what goes on in the board room with respect to women—the priorities of trustees and search committee members, the approach to hiring at all levels, and the criteria set for student admissions and staff qualifications—is intimately related

Institutional Characteristics Related to Taking Women Seriously

Essential elements for taking women seriously

- Visionary leadership committed to the education of women
- Critical mass of women in all constituencies
- Belief in women's capabilities and high expectations
- Places and spaces for women's voices to be heard
- Opportunities for women's leadership in all aspects of institutional life
- Celebration of traditions and institutional history
- High degree of trust and responsibility
- Active and empowered alumnae association

Nonessential elements for taking women seriously

- High selectivity in admissions
- Large endowment
- Institutional complexity
- High proportion of faculty Ph.D.s
- Extensive library holdings
- Conformist student behavior

to how and what professors teach and students learn. It is intimately related to how faculty see themselves in terms of competencies and self-respect, and how students develop self-confidence and self-esteem. It is intimately related to alumnae loyalty and the establishment of lifelong friendships and support networks. Analogously, what goes on in the classroom, in the residence halls, on the playing fields, and what goes on in the alumnae association and the development office, all contribute to outcomes for every member of the community. That is, it is necessary to consider the whole, the totality of the interrelated functions and groups of individuals whose actions, beliefs, and energies combine in ways that incontrovertibly take women seriously.

These conditions are most likely to occur if there is a critical mass of women in all constituencies. This critical mass produces the greatest possibility and likelihood of learning about and implementing what works for women. By demonstrating that the presence of women in all roles on a campus contributes significantly to taking women seriously, we are able to suggest a roadmap for coeducational institutions. We also note that it has been principally women's colleges that have taken the lead in developing conferences, publications, and consortia that highlight the education and accomplishments of women in ways that enhance understanding of what works for

women. All these efforts have occurred despite the fact that the "market share" of students has been drastically reduced in small colleges, the category for most women's colleges. This increases the urgency and importance of calling attention to women's colleges as institutions modelling what it really means to take women seriously.

To order *Taking Women Seriously*, contact Oryx Press, 800/279-6799; www.oryxpress.com.

women's leadership

Transforming the Curriculum: An Interview With Sara Coulter

For the past 30 years, Sara Coulter has dedicated her career to integrating women and women's experience into education. In 1993, along with Towson University colleagues Elaine Hedges and Beth Vanfossen, Coulter developed a national clearing-house for information related to curriculum transformation. The National Center for Curriculum Transformation Resources on Women (<http://www.towson.edu/ccctrw/>) provides a wealth of material for faculty and others interested in broadening, strengthening, and deepening the core of education. Coulter will retire this summer from Towson University.

OCWW: Why did you get involved in curriculum transformation?

Coulter: I got involved in curriculum transformation because I saw the profound difference the study of women was making in the intellectual and personal lives of faculty and students. Since 1970, I had been working with Elaine Hedges and several other faculty at Towson to develop a Women's Studies program. As women's studies enjoyed more and more success, faculty and students in these courses were engaged in a process of discovery and renewal that was a pleasure to watch. Those of us involved in this new adventure were happily sharing our discoveries and ideas and could easily have continued focusing only on the development of more women's studies courses. We realized, however, that the traditional courses, where most of the students are located, had changed very little and that most of the faculty were unaware of the genuinely exciting scholarship on women in their fields. Students were confronting two conflicting versions of the human experience—one in which women were central and one in which they did not exist at all or only marginally. We therefore began developing a plan that would give interested faculty the opportunity to review the scholarship on women in their field and discuss how to revise their courses to incorporate it.

OCWW: How did you develop the successful formula for creating curriculum transformation, i.e., faculty development seminars, a research database, publications?

Coulter: In 1983 when we began our first project, Towson was actually a bit late entering the curriculum transformation process. By that time a number of other projects at Arizona, Wellesley, Utah, Hunter College, Wheaton College, and elsewhere had already established some models. Each institution or organization has slightly different circumstances out of which they need to design their work, but the faculty workshop is usually the center of most projects because it provides peer research and discus-

sion. Our work at Towson has been organized around small workshops of faculty in individual disciplines working on specific courses, especially introductory level courses, over a period of several years. We have produced a book on each of our projects recording its design and results for those interested in this approach.

After several local projects and consulting at other institutions, we realized that there was a need for a centralized source of information on curriculum transformation. Institutions that wanted to initiate curriculum transformation projects did not know of the many models, materials, and experienced colleagues available to help them, and consultants across the nation were confronted with trying to supply titles, names, addresses, telephone numbers, e-mail addresses, etc. in the midst of hurried conversations at site visits.

We developed the National Center for Curriculum Transformation Resources on Women (NCCTRW) to help everyone identify what was available and how to access it.



Sara Coulter

OCWW: How do you judge the quality of curriculum transformation?

Coulter: The ultimate goal of curriculum transformation on women is the full integration of women and women's experience into the content and method of education. This requires not only a significant change in the content of textbooks and the teaching methods in classrooms, but also fundamental conceptual shifts in our approaches to knowledge. We have only just begun to move in this direction. Curriculum transformation projects are intended to lay the groundwork for this kind of change, but faculty and students will have to continue the process over several generations before "transformation" occurs. This is why continued support for these initial efforts is so important. Everybody likes a "quick fix," but this kind of important, fundamental change takes time and needs to be reinforced constantly across the full range of institutional activities.

The important point is to start today with whatever you can do to begin the process of including and thinking about women in your field of study. Every change in the direction of inclusion matters—the addition of a woman author or researcher; the use of a woman as an example; the addition of topics related to women; the question "how would this be different if women were included;" the availability of paper topics on women; listening carefully to those questions or objections from women students that have not been taken seriously in the past.

OCWW: Your work has involved transforming a single institution as well as creating a national movement. Describe your vision of how one goes about creating institutional change. How does that differ from creating a national movement?

Coulter: I have focused on changing the content of the classroom—

what students receive as a normative vision of the human experience. To change that you have to change faculty minds. As a faculty member myself, I respect the hard work and good intentions of other faculty members. I know how seriously they take their responsibility as scholars and teachers, how hard they work designing and polishing their courses, how difficult it is to teach well, and how powerful are the internal and external forces with which they have to cope. I believe that the scholarship on women is so impressive and raises such interesting intellectual issues and opportunities that most faculty will be committed to the process of curriculum transformation if they become familiar with this scholarship. That is the purpose of the workshops.

It is the role of the institution to initiate and support these workshops and to reward faculty for participating in them. Such faculty development can also change and broaden faculty perspectives in ways that affect their decision making and attitudes in the many roles they play within the institution beyond the classroom: curriculum planning, recruitment, mentoring, graduate supervision, student services, etc.

The national movement in curriculum transformation is the combined result of many individual faculty and institutional efforts. Our Directory identifies 469 major curriculum transformation projects, some beginning as early as 1973 and continuing into the present, affecting thousands of faculty and teachers. If you assume that an individual instructor teaches an average of 90 students per semester (some teach many more), then 10,000 faculty and teachers teaching transformed courses would expose 1.8 million students per academic year to information about women that they would not previously have received. This could vary a great deal in the depth of coverage but the cumulative impact should make a considerable difference. So a national movement for me is one instructor at a time, one course at a time, one student at a time, one institution at a time, all working toward the same end over many decades. Past generations did not have the benefit of this scholarship on women. Let's hope that subsequent generations will.

OCWW: *The curriculum transformation you created dealt, in the early days, with women. How does focusing on a single group help and/or hinder inclusion of other groups?*

Coulter: The key point is that women are part of every group so focusing on women does not exclude other groups. During the 1980s and 1990s women's studies has been struggling to achieve a perspective that adequately acknowledges and incorporates the many kinds of differences among women such as race, ethnicity, sexuality, religion, nationality, culture. This is a difficult and complex process that is ongoing. Reciprocally, African-American studies, multicultural studies, ethnic studies, international studies, cultural studies, and other studies devoted to particular groups have been struggling to address issues of women and gender. The results of all of this work are gradually being incorporated into curriculum transformation, which is refining the range and substance of curriculum transformation.

OCWW: *How have attitudes, teaching approaches, and climate changed since you were a new professor at Towson?*

Coulter: Since the late 1960s when I first came to Towson, the number of students and faculty has almost doubled, but we have retained relatively small classes and a focus on teaching. There has been a significant increase in interdisciplinary studies and much discussion, and some implementation, of more collaborative, active learning. As my generation retires, which we are doing in great numbers right now, it will be interesting to see what the younger faculty will bring to the classroom. I hope it is a fresher, more inclusive vision that testifies to the success of the many new "studies" and to the work in curriculum transformation over the last 30 years.

Student attitudes reflect general social attitudes; that is, some students still carry racist and sexist attitudes that need to be articulated so that they can be discussed, but most are more open to egalitarian ideas and hope for social change that will eliminate, or at least reduce, the sources of injustice they see around them. They know more about women and accept discussion of women's issues as a routine part of many courses.

Students today have a great opportunity to make a difference, and I think that they sense this, are somewhat intimidated by the responsibility, and are searching for paths that they can believe in for their lives. It is a challenging but exciting time for them.

OCWW: *What aspect of NCCTRW makes you most proud and why?*

Coulter: By developing NCCTRW, we have created a vehicle for synthesizing and supporting the accomplishments in curriculum transformation of many faculty and teachers across the country. Diverse and widely scattered resources are now available for all to use. I am proud of the nationwide commitment to curriculum transformation, of the excellence of the work of so many committed faculty and teachers, and of the national collaboration that NCCTRW represents in its advisory committee, publications, and Web site. By preserving the curriculum transformation work of the last 30 years and by making it visible, we have established a sound basis for future progress.

OCWW: *What is your vision for NCCTRW after you retire? What is your vision for Sara Coulter after you retire?*

Coulter: My vision for NCCTRW after I retire is that it will have a vigorous new director who can maintain the momentum we have already achieved and develop creative new initiatives. Several projects that are pending are the creation of Web based workshops for faculty and teachers, further development of the publication series, development of a series of programs for public TV, and more work with secondary teachers.

My vision for Sara Coulter is to take a year or two off to relocate in Colorado and evaluate new directions for my life. I plan to do selected consulting and perhaps organize others retired from women's studies, of which there should be a great many very soon, to continue supporting the kind of work on behalf of women to which we have devoted so much of our lives.

women students today

Washington State: Early Affects of I-200

When Washington State voters passed their state's Civil Rights Act in November, a number of programs came under scrutiny and could be drastically altered or eliminated. These include certain admissions policies at highly selective institutions, programs for women in science and engineering, and procedures for granting contracts to women- and minority-owned businesses.

Unlike Proposition 209 in California which amended that state's constitution, the Washington State Civil Rights Act, also known as I-200, is a law. "This is not a well-constructed law," notes Helen Remick, University of Washington's Assistant Provost for Equal Opportunity. "Part of the challenge is to take a guess at what the language really means." She adds that many women don't see this as a women's issue. "It's unfortunate, but most folks [in the institution] haven't really noticed I-200."



University of Washington

University of Washington

"The more competitive the institution, the greater the impact of I-200," says Remick. Of the state's six four-year institutions, two have highly selective admission criteria and the rest do not. Because the University of Washington used race as a factor when considering applicants, the institution has had to revise its admission criteria. "I think we will see lower enrollments from minority students as a result of I-200," Remick predicts. Remick's office is scrutinizing programs that specifically target women in the sciences and engineering to determine how they are structured and to ensure they are open to men as well as women. "We can continue targeting underrepresented groups, but we have to be sure that programs state that they are also open to all who want to apply," Remick explains.

Another area where I-200 will have an impact is public contracting. "Minority and women-owned businesses, one of the fastest growing areas of the economy, have thrived because of set asides," says Remick. "This

initiative ends any kind of preferential treatment in public contracting. They'll take a real hit."

Central Washington University

At Central Washington University, administrators have modified their employment practices and, to a lesser extent, their academic programs to comply with I-200. "Prior to the passage of I-200 we occasionally used opportunity hires to increase representation of women and people of color without conducting a search. We have discontinued this practice," explains Nancy Howard, director for Central Washington's Office for Equal Opportunity. As a result of aggressive recruitment to improve applicant pools during the last decade, Howard points out that the percentage of women hired for tenure-track faculty positions has jumped from 18% to 28% and minorities have climbed from 6% to 12%.

"We will continue to take affirmative action for women and people of color, as well as people with disabilities, those age 40 and above, and Vietnam era veterans. The latter categories are included in a governor's executive order that predates I-200. However, we must be careful not to give employment preferences based on race, sex, or national origin. We are currently educating our search committees on acceptable practices in light of I-200."

Central Washington University's admission criteria has not been affected by I-200, says Howard, though qualifications for diversity tuition waivers have been revised to include any individual who has made a strong contribution to diversity in the community. On the academic side, just one program in the School of Education needed to draft new language in its admissions statement to open the program to any student rather than limiting it to minorities.

"I-200 hasn't had a substantial impact on women yet," says Howard, but she adds that some on campus have voiced concern about the women's center changing its name. The Women's Resource Center became known as the Center for Student Empowerment in January. Says Vice President for Student Affairs Sarah Shumate, "I-200 happened to come along when we were implementing these changes. It was more coincidental that the name was changed." Shumate notes that the university was just completing a review of ways that the university could improve connections between classroom learning and co-curricular experiences when I-200 was passed.

According to Katrina Whitney, who has served as interim director of the center for the last year, "The goal [of the name change] was to be inclusive. We're trying to create a holistic, student-centered environment that involves all students." Since the center's name change, participation in center activities has more than doubled, from 150 in Fall 1998 to 350 in Winter 1999. Whitney attributes this growth to a broader focus of the center's programs. "We haven't gotten rid of anything related to women's issues," says Whitney. "We've expanded our programs to make them more inclusive." These activities include a white ribbon campaign supporting men who are against violence toward women and programs for single fathers on campus such as helping find child care.

women's learning: new research

A New Way of Learning at Ursuline College

The curriculum at Ursuline College, a Catholic liberal arts college for women in Cleveland, Ohio, will never be the same. In 1991 after several years of planning, Ursuline introduced a core curriculum unlike any other. Using *Women's Ways of Knowing* by Mary Belenky *et al.* as a theoretical framework, a group of faculty, alumnae, staff, and several consultants transformed the curriculum into one that "maximizes access, retention, and success for college women."¹

The curriculum focuses on the intellectual and developmental needs of women and emphasizes collaboration and connection between learning and life. Students embark on a series of 14 writing-intensive interdisciplinary courses totaling 49 credit hours and highlighting personal development, academic abilities, and the exploration of a coherent, integrated body of knowledge drawn from a variety of liberal disciplines.

Women's Ways of Knowing demonstrates that women learn best in inclusive atmospheres that stress collaboration over competition and which help them to make connections between learning and life. These insights became guiding principles for the new curriculum at Ursuline. Instructors use classroom techniques such as student-led seminars, simulations, and case studies. Study partnerships, peer editing groups, and shared methods of evaluation are also highlighted.

Developers of the Ursuline Studies program believe that these techniques are well suited for the college's predominately female, commuter, non-traditional age, and ethnically diverse student population. Most students work part-time and many work full-time. As Rosemarie Carfagna, former director of the Ursuline Studies program, wrote in an article for *The College Board Review* (1994), "[Ursuline's students] constitute an ideal experimental group with which to test gender-fair curriculum and teaching."

Evaluating the New Curriculum

Ursuline recently completed a longitudinal study to examine the effectiveness of the transformed curriculum. Between 1992 and 1997, Ursuline closely followed 50 students taking part in the program. Based on qualitative interviews and statistical analysis the longitudinal study of the Ursuline Program yielded the following findings:

- Collaborative learning is a powerful, positive experience for most students. After graduation, students reported an increased ability to work well with others and to be effective members of problem-solving teams.
- Cultural differences are valued and respected after exposure to students, faculty, and coursework related to a variety of ethnic backgrounds. Students experienced an increased awareness of and sensitivity to prejudice and reported they felt better prepared for professional/work situations.
- Self-confidence increased with regard to expressing opinions and speaking in front of groups.
- Learning environments enhance student growth. Peer support, instructor support, and collaborative learning improved self-confidence

and awareness of differences.

• Liberal Arts were more appreciated after attending the Ursuline Studies Program. Students expressed interest in transferring liberal learning skills to professional and life situations in later interviews.

• Women as a focal point was mentioned both positively and negatively by students in early years. Some were grateful to be sensitized to the issues; others thought the emphasis was excessive or problematic. In later interviews, references to women were more positive.

• Real-world experiences such as student teaching opportunities, field experiences, clinicals, and internships gave students opportunities to practice more advanced levels of knowing.

• Finding one's voice and the ability to use one's voice was an important growth step.

• Social responsibility/social advocacy was developed in many students. They were conscious of social issues and needs and were willing to speak out in favor of just solutions to social problems.

• Growth does not have a uniform pattern. Some students progressed steadily; others showed mixed movement. Some regressed when entering the workplace. The pattern might be cyclic, retreating to earlier stages when faced with new situations.

Celeste Wiggins, director of Ursuline Studies, notes that while the longitudinal study demonstrates that the program is achieving its goals, the program's directors will continue to examine the program to ensure it meets the needs of students. "I don't want to get complacent," she says. "We need to keep looking at the program as new faculty come to Ursuline, as our student population changes, and as technology plays a role. We have to keep asking, 'Is this the best approach?'"

To receive a copy of *Educating Women At Ursuline College—Curriculum, Collaboration, and Growth* by Rosemarie Carfagna, which outlines the motivation behind the changed curriculum, the program itself, and the longitudinal study, contact Edwin Mellen Press, 716/754-2788, mellen@wzrd.com.

Reference

- ¹Rosemarie Carfagna, "Creating Gender Equity in the Classroom," in *Educating Women at Ursuline College*, Edwin Mellen Press, 1998, p. 17.



Ursuline College

Technology

Distance Learning: The Right Choice for Many Women?

Consider Alice* who began her college career at age 30 and graduated 20 years later. She came from a family of three boys and three girls. All of the boys attended college; the girls married, never having had the option of college. At age 49, after raising her own children and watching them receive college degrees, Alice decided it was her turn to complete her degree.

Through the Distance Learning Program at the University of Maryland, University College (UMUC), Alice received her degree, an act she said made her feel "extraordinary." Obtaining a degree also meant erasing a growing tension between herself and her daughter who had earned a degree from Yale.

Kay Gilcher, assistant vice president and director, Center for the Virtual University at UMUC likes to tell the story of Alice because her story repeats itself time and again with many of the students involved in UMUC's distance learning courses. Of the 4000 students enrolled in

is in tune with women. All of the services are meant to be as convenient as possible to enable people who are juggling work and family to extend their learning."

The UMUC distance learning program is geared toward adult students who are trying to obtain an undergraduate or graduate degree. The program has close ties to many community colleges and with the U.S. military. Through the U.S. Department of Defense, the university offers degree programs on a contract basis.

Advantages for Women

Critics of distance learning maintain that such learning isolates individuals because of its 24-hour, 7-day-a-week availability and undermines relationships, particularly for women. In response Gilcher contends that "women tend to use technology in a way that is very purposeful." This purposefulness is reinforced through course modules that encourage social interaction and connection such as conferencing and group work.

In addition, a new body of research is developing which examines how online conferencing can improve student learning. "The online environment can be less intimidating than the classroom environment because there is more time for student reflection," says Gilcher. Because the medium omits visual cues, the learning environment becomes less tense. "By eliminating visual cues, fewer judgements are made based on those cues. Students are often more candid online," she adds.

Because students are demanding more and more distance learning options, institutions are scrambling to create environments that meet learning objectives and provide a sense of community. "This is a field that is just beginning to develop in terms of what is good pedagogy," says Gilcher. "[As dis-

tance learning facilitators], we face the mindset of the classroom, but frequently we are not conscious of our own pedagogy." She adds that developing an online course, for example, involves more than posting lecture notes on the Internet. Inexperienced faculty will build in a large number of assignments that make the course burdensome. "We need purposeful designs," Gilcher explains.

The amount of work required to create a meaningful learning experience can't be discounted. "This can be a huge amount of work," says Gilcher. "Inexperienced online faculty often place themselves at the center of all discussions and are quickly overwhelmed with messages and e-mail since the systems are available 24-hours, 7-days-a-week."

As distance learning evolves, Gilcher predicts research and development departments will continue to measure the quality of these new course designs and technologies, and their abilities to build a stronger sense of community. Says Gilcher, "We want to build online communities where people feel comfortable and where they are motivated to express themselves."

**The name of the woman has been changed.*

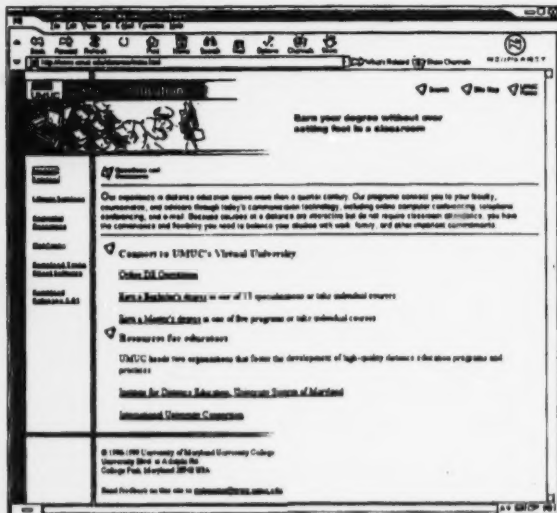
women @

on the web

www.afcio.org/women/equalpay.htm—Equal Pay web site allows you to enter your salary and age group to determine the long-term lost income that results from receiving 74 cents for every dollar earned by a man.

www.edc.org/CCT/telementoring/—A National Science Foundation project to "build online communities of support among female high school students, professional women in technical fields, parents, and teachers.

www.bc.edu/bc_org/avp/csom/cwf/wfnetwork.html—Work-Family Researchers Electronic Network offers information on work/family issues. Includes a comprehensive bibliographic database, newsletter, and several discussion groups.



UMUC's distance learning program, 60% are women.

So what advantage do online courses and other forms of distance learning present to women? Gilcher points out that "so much of the philosophy behind distance learning programs

technology

Counseling for Gender Equity in Science and Technology

What comes to mind first when you think about increasing the number of girls and women involved in science and engineering? Degrees awarded? The pipeline? Recruitment and retention programs? School counselors? You may be wondering, "Why counselors?" The National Science Foundation (NSF) has identified this

group as a "lost segment" when it comes to fostering interest in science and engineering, especially for girls.

Because these individuals are often the gatekeepers for internships and other enrichment programs, NSF is supporting a professional development program for school counselors sponsored by the Virginia Space Grant Consortium and Virginia Polytechnic Institute and State University. Now in the second year of a three-year \$475,000 NSF grant, Counseling for

project surveys and reporting, attendees also take part in a state-wide research project to provide feedback on the teaching environment and enrollments for girls in science, math, and technology courses.

"Because counselors are caught up in day-to-day crisis solving and are deluged with numerous tasks, they don't have the time, nor often the interest, to examine whether girls are getting a fair shot at science and technology," says Project Co-Director, Carol Burger of Virginia Tech.

In-service training and the summer institute provide participants with time away from the pressures of their jobs to reflect on the learning environment. "The subtle gender bias was overwhelming to me," wrote a 1998 participant. "As I began to analyze my own behaviors, I was shocked to find how my perspective may have been a limiting factor to female students. I really feel an obligation to bring more awareness to my faculty as well as a commitment to stress the importance of science and math to students and parents."

Rather than presenting a program that bombards participants with data, Burger and other organizers offer practical examples of how attitudes and behaviors projected by teachers and counselors can influence girls. The program also:

- presents projected career opportunities in science and technology fields and shows the potential of these careers for females, and
- examines self-esteem and self-advocacy roles girls take on as they consider scientific and technical career options.

In addition, speakers such as David Sadker and Sue V. Rosser, director of the Center for Women's Studies and Gender Research at the University of Florida, provide a context for gender equity in schools.

"We try to present information in a positive way showing that changing behaviors and atti-

tudes in the classroom benefits both boys and girls," explains Burger. "If the workforce is going to be 46% female in 2005, boys and girls, and therefore men and women, must work together." Burger notes that while more women are majoring in the sciences today, these numbers do not necessarily translate into increased numbers of doctorates. "Girls are siphoned off," she con-

technology

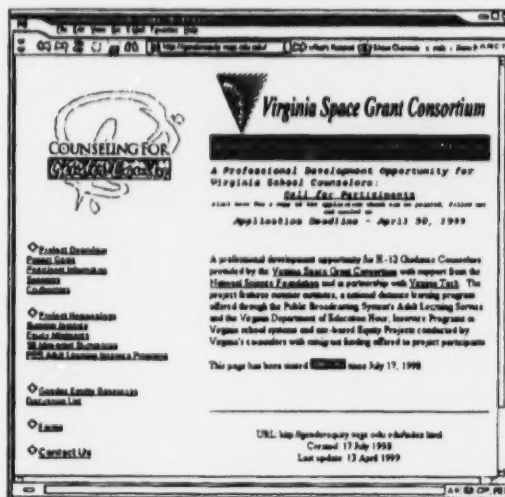
www.igc.org/women/feminist.html—a resource for feminist activists which includes a list of women's organizations, a calendar, suggestions for feminist action and general resources for political activism.

www.lesbian.org/lesbian/lesinfo.html—the Lesbian Information Exchange provides press releases, calls for submissions, and political updates.

www.umbc.edu/cwit—the Center for Women and Information Technology includes curricular resources, links to related web sites, and news.

FEMVIEWS—an issue-oriented discussion list for undergraduate and graduate students in women's studies classes. To subscribe send email to Angela Pattatucci at ampatt02@athena.louisville.edu

Gender Equity offers a summer institute to assist counselors from Virginia in developing and implementing gender equity activities in their school systems. Participants receive a small grant to support the activity. Through



tends, but adds that the escalating reliance on technology to push the economy requires that women be technologically literate.

The project will expand to include K-4 teachers as well. "Because most of the information we see and hear about talks about middle school girls, we forget about the foundation," says Burger. The project will produce a self-evaluation booklet aimed at K-4 teachers that helps identify teaching styles and attitudes that limit equitable learning. The booklet will also provide information on networking and creating allies with parents and other teachers.

The Counseling for Gender Equity Project will publish a white paper in 2001 when the program concludes. For more information visit the Web site at <http://genderequity.vsgc.odu.edu> or contact Carol Burger, Virginia Tech, cjburger@vt.edu or Mary Sandy, Virginia Space Grant Consortium, msandy@odu.edu.

for your bookshelf

Humanities

A Shining Thread of Hope, by Darlene Clark Hine and Kathleen Thompson (Broadway Books, 1998). This volume chronicles the lives of black women from indentured servitude in the early American colonies to the cruelty of antebellum plantations, from the reign of lynch law in the Jim Crow South to the triumphs of the Civil Rights era. Hine and Thompson illustrate how the story of black women in America is as much a tale of courage and hope as it is a history of struggle. \$14.00, paper. (Broadway Books, 1540 Broadway, New York, NY 10036).

Moral Textures, by Maria Pia Lara (University of California Press, 1999). Lara develops a new approach to public sphere theory and a novel understanding of the history of feminist struggles. She argues that when dominated groups create publicly oriented social movements, they seek to frame their demands in compelling narrative forms. Lara examines a wide range of women's narratives: autobiographies of eighteenth-century salonnières, the novels of Jane Austen, the writings of contemporary women activists, and the portrayal of women in television and film. \$19.95, paper. (University of California Press, 2120 Berkeley Way, Berkeley CA 94720; 510/642-4247).

Writing Under the Raj—Gender, Race, and the British Colonial Imagination 1830-1947, by Nancy L. Paxton (Rutgers University Press, 1999). This volume challenges the assumption that the rape of colonizing women by colonized men was the first or the only rape script in British colonial literature. Paxton asks why rape disappears in British literature about domestic life in the 1790s and she charts its reappearance

in British literature about India written between 1830 and 1947. She documents the reemergence of representations of rape in literature about English life in the 1890s and shows how rape themes were suppressed by the rise of British modernism. Paxton demonstrates how the treatment of rape reflects basic conflicts in the social and sexual contracts defining British and Indian women's relationships to the nation-state. \$23.00, paper. (Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854; <http://rutgerspress.rutgers.edu>).

Reframings: New American Feminist Photographies, edited by Diane Neumaier (Temple University Press, 1998). This diverse and compelling collection of contemporary feminist visual art represents a range of perspectives, styles, and subject matter. The 45 women who created these works are connected by the belief that images are political and that today's feminist concerns cannot be separated from such issues as ethnicity, class, age, and sexuality. \$24.95, paper. (Temple University Press, 1601 N. Broad Street, Philadelphia, PA 19122-6099; www.temple.edu/tempress).

Other Modernities, Gendered Yearnings in China after Socialism, by Lisa Rofel (University of California Press, 1999). Rofel analyzes three generations of women in a Chinese silk factory and interweaves the intimate details of her observations with a broad-ranging critique of the meaning of modernity in a postmodern age. The setting is Hangzhou in eastern China; the subjects are those who entered the factory in 1949, those who were youths during the Cultural Revolution of the 1970s, and those who have come of age in the Deng era. The study examines attitudes toward work, marriage, soci-

ety, and culture and connects the changing meanings of the modern in official discourse to the stories women tell about themselves and what they make of their lives.

\$16.95, paper.
(University of California Press, 2120 Berkeley Way, Berkeley CA 94720; 510/642-4247).

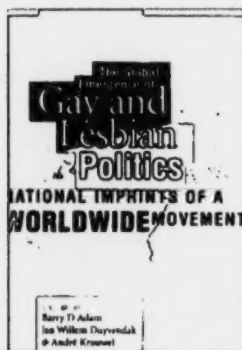
Social Sciences

Talking Leadership—Conversations with Powerful Women, edited by Mary S. Hartman (Rutgers University Press, 1999). Through candid question and answer interviews, Hartman brings the essence of women's leadership to the forefront. The factors that create, motivate, and differentiate women leaders crystallize in discussions with Peggy Antrobus, Susan Berresford, Mildred Dresselhaus, Antonia Hernandez, bell hooks, Lois Juliber, Karen Nussbaum, Jaqueline Pintanguy, Anna Quindlen, Nafis Sadik, Patricia Schoroder, Ruth J. Simmons, and Christine Todd Whitman. Among the common themes that run through each interview:

- Many credited their families, especially their fathers, for encouraging them to pursue leadership roles.
- Many came from families in which public affairs and social issues were regularly discussed, and daughters as well as sons were encouraged to participate.
- Most warned against the all-consuming demands of leadership, underscoring the need to maintain a private life.
- Most cautioned that "leadership still has some negative consequences for women in particular, and that the playing field is hardly level." \$19.00, paper. (Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854; <http://rutgerspress.rutgers.edu>).



The Global Emergence of Gay and Lesbian Politics, edited by Barry D. Adam, Jan Willem Duyvendak, and Andre Krouwel (Temple University Press, 1999). The editors bring together discussions of the mature movements of the European Union, North America, and Australia, and new and emerging movements in Latin America, Eastern Europe, and parts of Asia and Africa. Rich in details of gay and lesbian cultural and political life across the globe, this collection examines the social and political conditions that have shaped each of these new social movements and offers a telling story of the people who have fought for their right to be with the one they choose. \$22.95, paper. (Temple University Press, 1601 N. Broad Street, Philadelphia, PA 19122-6099; www.temple.edu/tempress).



What Are We Fighting For? Sex, Race, Class, and the Future of Feminism, by Joanna Russ (St. Martin's Press, 1998). Russ argues strongly against the shift in contemporary feminist theory—from the direct political struggle of the 1960s and 1970s to a depoliticized focus on women's psychology and personal relations.

What Are We Fighting For?

SEX, RACE, CLASS, AND THE FUTURE OF FEMINISM

Irreverent and insightful, this book connects the feminist movement to struggles for racial and class equality as it traces the highs and lows of feminist thinking in the past 25 years on a

JOANNA RUSS

AUTHOR OF HOW TO SUPPRESS WOMEN'S HISTORY

range of issues: the parallels between the current state of feminism and the setbacks in American and English feminism after World War I; the reactionary message and destructive consequences of theories about women's unique psychology; the scapegoating of separatists and lesbians within and outside the movement; why feminism must accept the leadership of women of color; the necessity of socialist and feminist theory, despite traditional clashes between feminists and the Left. \$27.95, cloth. (St. Martin's Press, 175 Fifth Avenue, New York, NY 10010; 800/488-5233; 800/258-2769 fax.)

Pillar of Salt—Gender, Memory, and the Perils of Looking Back, by Janice Haaken (Rutgers University Press, 1998). Haaken introduces the controversy over recollections of childhood sexual abuse as the window onto a much broader field of ideas concerning memory, storytelling, and the psychology of women. The book moves beyond the poles of "true" and "false" memories to show how women's stories reveal layers of gendered and ambiguous meanings, spanning a wide historical, cultural, literary, and clinical landscape.

Haaken offers the concept of transformative remembering as an alternative framework for looking back, one that makes use of fantasy in understanding the narrative truth of childhood recollections. \$26.00, cloth. (Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854; <http://rutgerspress.rutgers.edu>).



Campus and Classroom

When Women Ask The Questions, by Marilyn Jacoby Boxer (The Johns Hopkins University Press, 1998). Boxer traces the successes and fail-

ures of women's studies, examines the field's enduring impact on the world of higher education, and concludes that the rise of women's studies has challenged the university in the same way that feminism has challenged society at large. Boxer examines the present status of women's studies in various types of institutions and traces the impact of a quarter century of feminist scholarship, teaching, and academic advocacy since the founding of the first women's studies program at San Diego State University in 1970. Boxer observes that by working for justice—and for changes necessary to make the attainment of justice a practical possibility—women's studies ensures that women are heard in the processes and places where knowledge is created, taught, and preserved. \$29.95 cloth. (The Johns Hopkins University Press, 2715 N. Charles Street, Baltimore, MD 21218-4319).

Science and Technology

The Science Studies Reader, edited by Mario Biagioli (Routledge, 1999). Biagioli has collected 36 essays from leading thinkers in the field of science studies that discuss gender dimensions of science, the moral economies of scientific communities, as well as imaging and communications techniques.

The study of the gender dimensions of science has become an important focus of recent science studies. This broad topic has been subdivided into several interrelated issues: the analysis of the role (and more often the marginalization) of women in science, the critique of science's representation of sexual differences and sexualities, the development of feminist epistemologies, and the study of the pervasively gendered nature of scientific knowledge. A number of essays focus on gender and science. For example, Karen Barad leads off the book with a discussion of feminist interventions in understanding scientific practices. In addition, such feminist scientists as Donna Haraway, Evelyn Fox Keller, Sherry Turkle, and Alison Wylie describe their observations on gender and science at the end of the 20th century.

resource update

Calls for Papers

Global Justice/Women's Rights, the Ninth Annual Women's Studies Conference, Oct. 1-2, 1999, Southern Connecticut State University, New Haven, will provide an opportunity to explore topics regarding women and global justice and will seek to promote interaction among academics, community leaders, activists, professionals, artists, and others interested in women's and international studies.

Collocated with the conference is the Eighth Annual Women's Fair, featuring woman-owned businesses, woman-oriented services, woman-made products, women's advocacy groups, and woman-centered political organizations. Submissions for both the conference and fair must be postmarked by June 4, 1999. Contact June Dunn, Women's Studies, Southern Connecticut State University, womenstudies@scsu.ctstateu.edu; fax: 203/392-6723; <http://scsu.ctstateu.edu/~womenstudies/wmst.html>.

The Association for Women in Development seeks presentations for its 8th International AWID Forum: Leading Solutions for Equality and Justice, Nov. 11-14, 1999 in Washington D.C. The forum brings together both old and new AWID members to communicate and generate action on the following themes: Women Transforming Development and Economics; Trading Women's Human Rights; Technological Changes and Choices; Politics of the Global Women's Movement; and Women Organizing and Organizational Transformation. For more information visit the AWID Web site at www.awid.org

Gendered Mobilities in Asia, Nov. 25-26, 1999, Cho Yiu Conference Hall, The Chinese University of Hong Kong, will feature international scholars working on gender and diverse aspects of geographical and economic, social and political mobility. Themes include economic, social, and political mobility with particular reference to women and men in Asia; the relationship of space, place, and gendered mobility; and the links between gender and opportunities for, barriers to, and outcomes of mobilities.

Submit abstracts by June 30, 1999. Contact Catherine Tang, Gender Research Programme, Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong, Shatin, NT, Hong Kong, (852)26098775, Fax: (852)26035215; grp@cuhk.edu.hk.

Conferences

The 1999 Technology Summit, June 9-11, 1999, Santa Clara Convention Center, Santa Clara, Calif. Sponsored by Women in Technology International, this three-day conference includes sessions on Internet technologies and trends, business development, balancing work and personal life. Roundtable topics highlight women of color and succeeding in science and engineering. Contact WITI, 800/334-9484; www.witi.org/conferences.

Second International Interdisciplinary Conference on Women and Health, July 12-14, 1999, Edinburgh, U.K. sponsored by the European Association for Research on Women and Health. Contact the Conference Office, fax: 0116 255 7123; conferences@bps.org.uk

Women Seeking Expression: France 1798-1914, Sept. 23-26, 1999, Indiana University, Bloomington. This bi-lingual conference explores women who have sought expression through music, the visual arts, and writing. For more information email womconf@indiana.edu

Challenging Rhetorics: Cross-disciplinary Sites of Feminist Discourse, Oct. 7-9, 1999, University of Minnesota, Minneapolis. Theories about and examples of new discourse practices that are emerging as a result of feminist scholarship will be discussed. Contact Hildy Miller, 612/626-7639; mille299@tc.umn.edu

Gender and Communication at the Century's End: A Retrospective, Oct. 14-17, 1999, Wichita, Kansas reviews highlights of pedagogy and research in communication, language, and gender. Contact Katherine Hawkins, Elliott School of Communication; 316/978-6059; hawkins@elliott.ed.twsu.edu

Working Women Conference 2000, March 11-12, 2000, Chicago, Ill. will feature the results of the 1999 "Ask a Working Woman Survey," as well as other information about women and the workplace. Contact the Working Women's Department, 1/888/971-9797 or visit their Web site at www.aflcio.org/women.htm

Resources

Women scholars with research interests in the higher education experience of women are invited to submit proposals for a Washington-based American Association of University Women (AAUW) **Educational Foundation Research Scholar-in-Residence Award**. This key research will initiate a long-range research agenda in higher education at the Foundation. The research project must focus on the impact and consequences for women for either of the following topics:

Technology, in particular distance learning, in higher education, or economic barriers limiting access to higher education.

A stipend of up to \$45,000 for 12 months and some benefits may be available. The deadline for proposals is June 1, 1999. Contact AAUW at 202/728-7602; foundation@aauw.org.

Women's Studies Archives: International Women's Periodicals Online is a tool designed to assist scholars and researchers by providing an online collections of women's journals, newspapers, and magazines from Primary Source Media's History of Women microfilm collection. Online search capability and downloading available. Visit www.womensperiodicals.psmmedia.com

Feminist Collections: A Quarterly of Women's Studies Resources has published a selection of pieces on "Academy/Community Connections: What's Happening in Women's Studies" which features articles on women's studies service learning, internships, and other community projects. For more information visit the Web site at www.library.wisc.edu/libraries/WomensStudies/fcmain.htm

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Educating Men and Women Equally

policy decisions, scientific experiments, or writing styles and subjects. And those whom we disenfranchise and oppress are those whose manhood we come to believe is not equal to ours.

Multiple Meanings

Even when we do acknowledge gender, we often endow manhood with a transcendental, almost mythic set of properties that still keep it invisible. We think of manhood as eternal, a timeless essence that resides deep in the heart of every man. We think of manhood as innate, residing in the particular anatomical organization of the human male.

I think we must start to think and teach about manhood in a different way—as neither static nor timeless, but historical. Not as some inner essence, but as a social construction, much like how feminist scholars have analyzed femininity for years. What we know from the social and behavioral sciences is that masculinity means different things to different people at different times. Some cultures encourage manly stoicism and constant demonstration of power, authority and strength; others prescribe a more relaxed definition based on civic participation, emotional responsiveness, and the collective provision for the community's needs. What it meant to be a man in 17th century France, or among Aboriginal peoples in the Australian outback today, are very different things.

And within our society there are also multiple meanings of manhood. Just because we bring gender to the center of our analysis ought not mean that we ignore those other categories of difference—race, class, age, ethnicity, sexuality, able-bodiedness, region of the country. Each of these modifies the others. What it means to be 71-year-old black, gay man in Cleveland is probably radically different from what it means to a 19-year-old white, heterosexual farm boy in Iowa.

Thus we cannot speak of masculinity in the singular, but of masculinities, in recognition of the different definitions of manhood that we construct. By pluralizing the term, we acknowledge that masculinity means different things to different groups of men at different times. But, at the same time, we can't forget that all masculinities are not created equal. All American men must also contend with a singular vision of masculinity, a particular definition that is held up as the model against which we all measure ourselves. We thus come to know what it means to be a man in our culture by setting our definitions in opposition to a set of "others" —

racial minorities, sexual minorities, and, above all, women. Our integration of men into the curriculum must acknowledge these masculinities, and, at the same time, take note of the way this one particular version of what masculinity means was installed as the normative one.

To fully integrate gender, it seems to me, we have to see both women and men as gendered, to take both masculinity and femininity seriously. I see many schools that take women seriously, but I see only a handful that take women seriously in the presence of men. And I see precious few, if any, that take men and masculinity seriously. As gender inequality is reduced, the real differences among people—based on race, class, ethnicity, age, sexuality, as well as gender—will emerge in a context in which each of us can be appreciated for our uniqueness as well as our commonality.

Beginning with the first few pioneering courses on men and masculinity in the early 1980s, there are now close to 100 such courses at colleges and universities around the country. Most are, like mine, taught from a profeminist perspective, where the theoretical perspectives of feminism, queer theory, and cultural theory are used to explore the variety of men's experiences. In those courses, we cover men's lives through the life course, examining the meanings of masculinity as it relates to work, family, friendship, sexuality, sports, the military, and the like. In addition, an anthology I co-edited, *Men's Lives* (Allyn and Bacon, 4th edition) is widely used in these courses, because it raises questions about the variations among men while always remaining sensitive to power differences between men and women. I supplement that work with novels and plays that give a more personal and experiential slant on these issues. Finally, the lectures I give at about 20

colleges and universities each year also help to enable men to find the points of entry—with less defensiveness, less resistance—into the conversation about gender relations that feminist women began more than 25 years ago.

I think of this project—teaching, writing, lecturing—as an effort to "make masculinity visible," because privilege works to keep masculinity invisible. And, after all, making masculinity visible is the first step towards de-centering it as the unexamined norm.

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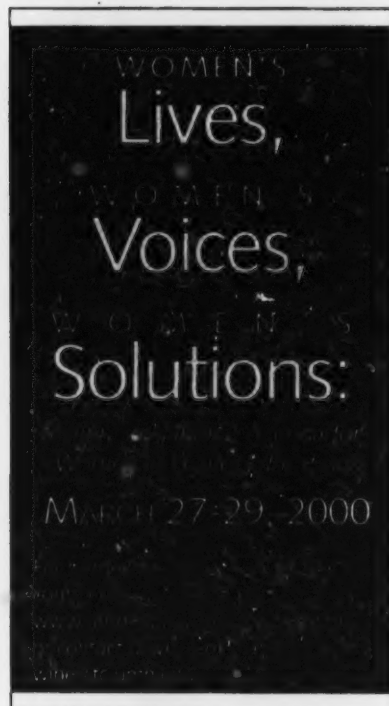
Coeducation for the 21st Century

In and out of the classroom, coeducation becomes more authentic when partnerships between women and men are stressed, and collaboration rather than competition becomes the norm. Graduating seniors at Wheaton College, for example, continually report the personal benefits of Wheaton's commitment to gender awareness and partnerships between men and women. In a survey of Wheaton graduates from 1992-96 conducted by the research firm of

Kane, Parsons and Associates, the vast majority of Wheaton alumnae/i cited the positive impact of Wheaton's gender-balanced curriculum on their lives. They were equally positive about the importance of Wheaton's focus on gender awareness outside the classroom on their ability to get along with members of the opposite sex and on their ability to understand gender issues.

What is the final goal? It is certainly not androgyny, nor is it role reversal. On the contrary, students need to be educated to be more knowledgeable about and sensitive to the differences between men and women as well as the differences among women and among men. We need to be vigilant about achieving and then maintaining gender balance on the faculty and in the administration, and we must be equally vigilant about keeping women in the curriculum and, indeed, extending the curriculum to include issues of race and class. But I think we need to do more in the classroom and outside of it to help women and men understand what it means to be a man or a woman in this culture, and we must be more attentive to gender as a crucial factor in the formation of individual and social behavior.

By challenging gender stereotypes, we can achieve the goal of equity between women and men in the curriculum, the classroom, and the community, and then go on beyond equity to achieve true partnerships between women and men. The truly coeducational institutions of the 21st century will educate men and women to want to share the world with each other, and will teach them how to do it.



on campus with women

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Beyond the Limit

Campus transformation is a continuing and sometimes difficult process.

Achieving change whether in faculty development and pedagogy, campus life, or climate and workplace issues, requires diligence and constant attention. This issue of *On Campus With Women* sought out those who tend the fields of change.

Building on the spring issue of *On Campus With Women* that examined how colleges and universities can create environments in which both men and women become true partners in education, this issue explores how feminist studies have transformed higher education and examines some of the newest issues in the field.

The focus section features perspectives of men who are engaged in research and teaching in women's studies and, by so doing, have undergone their own personal transformation. Michael Awkward, an English professor at the University of Pennsylvania, provides an intensely personal discussion of his experience as an African-American man studying feminist scholarship and teaching feminist studies. Awkward raises a number of difficult, yet important issues facing feminist studies today.

He reveals the ways in which race and gender intersect, complicate, clarify, and ultimately are inextricably tied one to the other. Awkward's first person account also describes his struggle to gain acceptance within a field in which his authority to teach black women writers or white feminist theorists was challenged. He raises the question, now a matter of debate in the community, "How much of the personal side should a scholar/teacher disclose and how does it affect his or her teaching?"

Awkward recounts the lonely, yet exhilarating challenge of scholars to uncover literary traditions long buried and largely unexamined in mainstream disciplines, and demonstrates the role of black female writers in helping him see how post-structural theory, black male literary traditions, and white canonical texts can all help illuminate important issues in the field. Through Awkward's journey, we see how intellectual explorations parallel and sometimes are influenced by a scholar's personal explorations.

For men who attend former women's colleges, intellectual and personal journeys can also be tightly connected. "A Tale of Two Institutions" demonstrates again that men are not shortchanged in the current U.S. educational system. By attending a former women's school, these men see



more clearly the many barriers women face in all aspects of their education. On an institutional level, the article explores how former women's colleges, progressive by nature, have made the transition to become co-ed institutions. Some of these schools have been intentional in deliberately monitoring student interaction and in developing tools and programs to forge an environment where men are more consciously aware of how they relate to women. "Because men don't have a gendered consciousness, they are often treated as problem-

atic," says Wheaton College Associate Dean Jack Kuszaj. "What we need to do is listen to them. Most of the time we're not asking the right questions."

This issue of *OCWW* also explores ways in which institutions still need to change. Elizabeth Whitt's quantitative study describes how women's perceptions of a chilly climate affect their cognitive performance. The work of a group of women faculty at the Massachusetts Institute of Technology illustrates the continuing existence of systemic discrimination faced by women at the school. This article provides a positive example of using data to demonstrate the need for change and, as a result, creating new ways to support women.

Finally, we examine campus transformation in terms of learning environments and access for those with disabilities. Gallaudet University's chief academic officer Roslyn Rosen discusses the importance of creating opportunities for growth within a specialized institution and why she continues to push for change.

We've provided a number of examples of ways in which both the theory and practice of feminist studies complement each other and matter

regardless of an individual's gender, race, or class. The reciprocal connections made between theory and practice are both necessary and substantial. While the increasing numbers of women in higher education have led to significant changes, feminist theory and practice have also played a critical role in creating the will, the reason, and the pathway to change on campuses throughout the U.S. □

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Focus on the Campus Transformed

Gendered Variations: A Male Perspective

By Michael Awkward
University of Pennsylvania



*Editor's Note: Michael Awkward is Professor of English and Director of the Center for the Study of Black Literature and Culture at the University of Pennsylvania. He is the author of, among other works, *Scenes of Instruction*, a memoir, which will be published later this year by Duke University Press. Awkward grew up in Philadelphia, received a B.A. from Brandeis University and a Ph.D. from the University of Pennsylvania.*

For the essay that follows, Awkward was asked to describe his experience as a man teaching and doing research in feminist studies. He discusses how feminist studies enabled him to embark on an exploration of gender and culture and how his perspective has been received.

I came of age as a scholar during the 1980s, when continental theory ruled literary studies. As a graduate student at the University of Pennsylvania (Penn), I sought to transform a serious, though admittedly unsophisticated, appreciation of a small number of American and British literary texts into the foundations of a career as an English professor focusing on Afro-American literature.

In addition to completing coursework at Penn whose focus was overwhelmingly Eurocentric, I supplemented my education with independent studies under the direction of Houston Baker. These self-generated reading lists included fiction, poetry, drama, and works of literary criticism that I had never studied in undergraduate or graduate school classes. I read Linda Brent's and James Baldwin's autobiographical musings on what Nell Painter calls the soul murder which results from racial oppression; Phillis Wheatley's and Amiri Baraka's competing poetic formulations about black identities; Charles Chesnutt's and Charles Johnson's often comic narratives of dispossession.

During the course of my graduate studies, as I plowed through canonical white texts, out of print black texts, impenetrable translations of

European poststructuralists and its homeground approximations by their American disciples, and through what, relatively speaking, was a discursively accessible, if sometimes overwhelmingly politicized, black literary critical tradition, I strove somehow to make these modes of literary talk and analysis cohere.

Zora Neale Hurston's *Their Eyes Were Watching God* provided the connection I needed to draw my work together, not only because of its rich use of black vernacular and compelling story of its protagonist's efforts to become self-actualized, but because I could see significant formal and thematic connections between Hurston's novel and my favorite work of fiction, Toni Morrison's *The Bluest Eye*. Among other things, both novels focus on black women characters who, in response to systemic forms of subjugation, strategically split into two selves in order to defend themselves psychologically against indefeasible forces of oppression. These protagonists' common assumption of strategic self-division—for example, Hurston's character's recognition that "she had an inside and an outside" offers her a mechanism to protect her interior life from her abusive, power-hungry husband's dominion—struck me as a telling black female variation on W. E. B. Du Bois's notion of double consciousness.



I saw these responses as gendered variations precisely because they were motivated not merely or even primarily by interracial conflict, as in the case of Du Bois's famous insistence that blacks in America have "two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body," but by intraracial and, for the most part, masculine, oppression.

After I became intrigued with connections between Hurston and Morrison, my studies became less daunting. And I learned to write in a poor man's approximation of theory by embracing those aspects of both black and white scholars,

such as Hortense Spillers, Henry Louis Gates, and Barbara Johnson, which helped me to investigate representations of black female duality.

Whatever else helped to shape the specific trajectory of my interest in the representation of black females in literature, my fascination stemmed, at least in part, from autobiographical sources. Specifically, I was the son of a mother who spoke of her own victimization at the hands of my absent father in chilling, detailed narratives that were as moving for me as any I'd ever encountered in literary texts.

I was also attracted to such literary issues because my mother was an alcoholic whom I'd always thought of as two distinctly different people. When she was sober, she was the responsible, doting, verbally reticent woman who'd pack a lunch every morning for me to take to school even when I was old enough to pack it myself. However, when she drank, she

became irresponsible, self-centered, occasionally abusive, and a storyteller who spoke constantly with her four children of my father's abuse. Her plaintive exhortation, "don't be like your father," rang in my ears throughout my childhood.

So the combination of my return to Philadelphia for graduate school, my schizophrenic reading practices, and my overwhelming desire for synthesis, provided me a way for the first time to connect my academic and "real" lives. That connection was enabled, no doubt, by the emergence of feminist literary criticism and theory in the 1980s which helped to sensitize citizens to the impact of the unequal distribution of power, labor, and resources. It also helped me to formulate a methodological approach to Hurston, Morrison, and, later, Gloria Naylor and Alice Walker. The 1980s were marked by invigorating and informative debates: Those between blacks about the uses of "white" continental theory (white women, of course, had strikingly similar debates, but theory's putative maleness, rather than its whiteness, was the bone of contention); those between black and white women about the inclusiveness of feminist literary, critical, and political practices; and those between blacks about the political responsibilities of literary critics (white feminists have had similar discussions, in print and elsewhere).

As a newly minted scholar at conferences and a new faculty member at the University of Michigan, when my colleagues introduced me as a scholar of black women's literature, I felt compelled often to insist—accurately, no doubt, yet still self-protectively—that I was a scholar of twentieth century Afro-American literature, that I'd read and written about Wright, Ellison, and Toomer, also, and that black women's novels did not constitute the entirety of my intellectual interests.

Certainly, my gender led some people who study black women's literature to wonder about the sincerity of my interests. At a Modern Language Association Convention in the early 1990s, for example, I gave a paper on black men and feminist theory. After my presentation, both the session's

respondent and one member of the audience denounced me for my involvement in black feminist criticism. But the longer I remain in the profession, the longer my list of contributions to black feminist discourse becomes and, hence, the greater my professional stature becomes in the minds of others, the less often I encounter such critiques. And while I

want to believe that this turn of events results from a greater acceptance, by both men and especially women, of men's participation in feminism and from the fact that I've successfully demonstrated that my interest in feminist issues is sincere, sometimes, but only sometimes, I worry that others may still perceive me as an unwelcome parasite who sustains himself by feeding off of feminism.

After my first two or three years at Michigan, I stopped teaching courses specifically on black women writers. That change was, in part, a function of the fact that Michigan and, later, Penn, have added brilliant female scholar-teachers to their faculty who enjoy and, more important, perhaps, do not feel conflicted about, teaching such classes. Particularly at the undergraduate level, I came to feel less willing to offer detailed autobiographical justification for my interests, and, thus, unable to address the understandable skepticism of black female students. At the graduate level, where aspiring scholars generally research faculty competence quite energetically, I never experienced quite the same level of such skepticism, and I have taught and worked with white,

black, and Asian male and female graduate students, often quite successfully.

In both my undergraduate and graduate teaching, and in my scholarship over the last decade, I've learned to bring black feminist insights to bear on a variety of texts and cultural issues, and to place black women's literature alongside black male-authored texts. Certainly, after the spark which *Their Eyes Were Watching God* created for me, and being able to contextualize the stories my mother told me about my father's brutality, I have sought critical, pedagogical, and political practices that reflect, preserve, and honor my personal and intellectual histories. □

The following quotation by Michael Awkward was used by Marilyn Jacoby Boxer in her recent book *When Women Ask the Questions: Creating Women's Studies in America* to describe the power of women's studies.

“ I believe that we must acknowledge that feminism represents, at least in areas of the American academy, an incomparably productive, influential, and resilient ideology and institution which men, no matter how cunning, duplicitous, or culturally powerful, will neither control nor overthrow in the foreseeable future, one whose perspectives have proven and might continue to prove convincing even to biological males. . . . We must be honest about feminism's current persuasiveness and indomitability, about its clarifying, transformative potential. . . . Surely it is neither naive, presumptuous, nor premature to suggest that feminism as ideology and reading strategy has assumed a position of exegetical and institutional strength capable of withstanding even the most energetically masculinistic acts of subversion. ”

—From “A Black Man's Place(s) in Black Feminist Criticism,” in *Who Can Speak? Authority and Critical Identity*, Judith Roof and Robyn Wiegman, eds. (University of Illinois Press, 1995).

The Campus Transformed

A Tale of Two Institutions: Men at Former Women's Schools

In 1950 the number of all-women's colleges peaked at 267. Since then the number has dwindled to 83. Many schools admitted men for financial reasons. *On Campus With Women* recently spoke with male administrators and graduates of Wheaton College and Vassar College to explore how their experiences were framed by the legacies of these former women's schools.

While Wheaton deliberately set out to develop an environment that helped men learn about gender similarities and differences, Vassar, after some initial opposition by students and faculty around the 1969 transition to co-ed status, has assumed that its historic tradition of equality is sufficient and has done little to create male support systems. One explanation for this, given by Wheaton Associate Dean Jack Kuszaj is that Vassar went co-ed "before feminism became a guidepost for higher education."

Males attending both schools offer a profile of an entering student who chooses a school not because of its gender legacy, but because of what it offers in terms of curriculum and career preparation. In addition, as years intervene between the initial transition period to co-ed status and the present, the graduates of these schools suggest that entering students really are not aware of the school's history and that it makes little difference in day-to-day living on campus.

A New Kind of Gender Consciousness

Last year Wheaton College celebrated its 10th anniversary as a co-ed institution and has overtly supported male students. "When men show up at college, they're not aware of gender," explains Kuszaj. "We've been consciously co-educational and want men to be equal partners." In the fall of 1988, 80 men entered Wheaton, which had decided to embark on a "new kind of gender consciousness."

New student orientations have included gender programs in which students begin to learn to talk about being male and female. One program used Deborah Tannen's *You Just Don't Understand*. "We start by giving people hope that it's fun to be in a co-ed environment," says Kuszaj who came to Wheaton in the fall of 1988. From his experience working with students, Kuszaj believes that it takes about two years for men to come to terms with their masculinity and to develop a language to talk about it. Because of these efforts, "they will be better partners and colleagues," contends Kuszaj. "They learn how to listen to women."

The Men's Group, made up of male faculty and students, began in 1989 with the goal of examining how to support men at Wheaton. Although activities such as the Men's Issues House and the Men's Workgroup supplanted the Men's Group, it started the task of getting men to talk about their experiences at Wheaton. The group explored such questions as "What is enjoyable as well as difficult about being a man at Wheaton?" The answer that came up most often to both parts of the question was "There are a lot



Vassar College

of women." This response reveals the double-edge of attending a recently co-ed, 60% women/40% men school. A social dynamic is set in place in which men are in the spotlight, but can also take advantage of the situation.

Ben Williams, a 1993 graduate and member of the second co-ed class, describes his experience at Wheaton as "phenomenal." The gender-balanced curriculum and mentoring by women who were his peers were important aspects of his experience. Williams also recalls that the Wheaton environment encouraged students to question and discuss gender roles. Despite the conscious effort to examine gender in all aspects of student life, once males entered Wheaton, a traditional dynamic surfaced. Williams recalls that although fewer men were on campus, they had more of a voice than women. "Men were more apt to raise their hands in class," he says, adding that his freshman year the only people to run for office were men. In both of these situations, since Wheaton faculty, staff, and administrators were closely monitoring the gender dynamics, they were able to identify the behaviors involved and encourage the women to assert themselves.

1992 graduate Tom Sanderson notes that while he liked the fact that Wheaton was a former all-women's school, he thinks many students are unaware of the school's history. "It's a double-edged sword. Does being recently co-ed make us too distinct?"

Wheaton administrators and faculty have worked to help men attending the school feel like full members of the community, but at the same time not turn their status into privilege. "They have as much to bring as the women," says Kuszaj. "We see ourselves as a feminist place where men have much to learn. That's the struggle: to get men to learn about their privilege."

A Spirit of Partnership

Thirty years after Vassar went co-ed, the school has positioned itself, according to its admission information, as a fully co-educational institution that "fosters an atmosphere in which women and men regard each other truly as equals and learn from one another in the classroom and on the campus in a spirit of partnership."

Vassar was the first of the seven sisters to make the a co-ed transition. Jamshed Bharucha, a 1978 Vassar graduate and former member of the Board of Trustees, feels the best of Vassar was preserved in its transition from an all-women's to co-ed institution. By the time Bharucha entered Vassar in 1974, he notes that most of the political rebellion related to the

Women's Learning New Research

The Chilly Climate: Quantifying Its Impact

More than 20 years ago, when Bernice Sandler directed the Program on the Status and Education of Women at the Association of American Colleges, she documented what she described as a "chilly climate" for women on college campuses. A new study provides empirical evidence that, this chilly climate can negatively affect women's personal and intellectual development. These effects are particularly pronounced for students at two-year institutions.

Led by Elizabeth Whitt, associate professor of Counseling, Rehabilitation, and Student Development at the University of Iowa, researchers Marcia Edison, Ernest Pascarella, Amaury Nora, and Patrick Terenzini found that women perceive a significantly chillier climate than men and that the impact of these perceptions is greater in the second and third years of college compared to the first year. The study also found that women of higher ability are not more likely to perceive a chilly climate, but if they do, they are more negatively affected by a chilly classroom climate.

"This data set looks at the same students over three years and examines not only what they say they get out of college, but what standardized tests say they've achieved," says Whitt.

The new study, published in the March/April 1999 issue of the *Journal of College Student Development*, builds on one published two years ago in the same journal by Pascarella, Whitt, and colleagues, which investigated the first-year college experience for 1,636 women attending 23 two- and four-year institutions that participated in the National Study of Student Learning (NSSL). "We looked at a phenomenon we've talked about for a long time and demonstrated with quantitative research methods that, in the first year of college, women's perceptions of the climate impact their perceptions of their career preparation. Also, in the first year, a perceived chilly climate for women in the two-year colleges affects their performance on a standardized measure of cognitive development."

In both studies, after applying statistical controls to correct for outside influences such as race/ethnicity, precollege academic motivation, and socioeconomic status, the researchers found that women attending two-year institutions who perceived a chilly climate did significantly worse on the composite measure of cognitive development and reported signifi-

cantly lower gains in academic preparation for a career than their peers who perceived less chilly climates for women. "These outcomes could be an artifact of the scale used since it focused primarily on in-class experiences. If the scale included more out-of-class experiences, we might have seen a greater impact at four-year institutions," explains Whitt.

The researchers hope that their results will spark additional longitudinal studies about the how the female students' perceptions of institutional climates for women affect their learning. Although more national studies such as those cited here would be valuable, single-institution research could have even more impact on the experiences of women.

In addition, because the NSSL results identify particular concerns for two-year colleges, the researchers suggest these schools pay special attention to the impact on students of the perceived climate for women. "At an

institutional level, administrators and faculty have to identify the climate for women, what women's perceptions are of that climate, and how those perceptions influence what women get out of college," Whitt contends. Appalachian State University, for example, is undertaking an examination of climate as part of a larger institution-wide study of student outcomes. "The larger study looks at what students gain from being ASU students, but the university will be able to review climate issues because they are using the same instruments used in the NSSL," says Whitt.

Table 1—Sample Items from the "Perceived Chilly Climate for Women" Scale

Scale/Item	Percent of Women Who Said 'Disagree' or 'Strongly Disagree'
Few if any of the students in this college are prejudiced against women.	31.7
Instructors treat all students the same whether the student is male or female.	30.2
I have never observed discriminatory words, behaviors, or gestures, directed toward female students [on campus].	43.3
One seldom hears negative words about women while attending classes.	32.9

On a more local level, realizing that students' perceptions affect their intellectual development should equip faculty to examine their own teaching styles (see Table 1). "We need to identify to what extent women think they belong, get a handle on what it is that women hear [in the classroom] and determine what they need to hear," says Whitt, who notes that most of the significant negative effects of the perceived chilly climate in the second and third years of the study were in self-reported, rather than objectively measured, gains.

"Women who perceived a chilly climate also perceived they gained less from college on an array of self-reported measures, such as writing and thinking skills, academic preparation for a career, and the arts and humanities, compared to women who did not perceive a chilly climate," Whitt explains. "I don't think there's a difference between perception and reality. What students think they get out of their college experience is very important." □

Campus Climate

Taking a Stand at MIT

“When I started my career, I didn't know what gender discrimination was,” says Nancy Hopkins, a professor of biology at MIT. “Whatever it was, I thought it was removed by [the] civil rights [movement] and affirmative action.” For 20 years, Hopkins watched a pattern of women faculty denied everything from laboratory space to teaching positions. Even after she learned she was 20% underpaid compared to her male colleagues, she still thought she was exempt from discriminatory practices.

The turning point came in 1994 when, in addition to specific incidents in her own professional life, Hopkins saw that younger women, like their older female colleagues, were also being denied full participation in the system. So, Hopkins began to mobilize.

She wrote a letter about the situation to MIT's President Charles Vest and, before sending it off, requested a female colleague

review the letter. “I'll never forget that moment, when my colleague said, ‘I want to sign this too, and I'll go with you to see the president,’” explains Hopkins. Rather than send the letter, they began an intense period of study and collaboration with female colleagues in the School of Science to develop “A Study on the Status of Women Faculty in Science at MIT.” This provocative and thoughtful document, published this year, describes the practices that led to the creation of the Committee on Women Faculty and recommendations for a more equitable working environment.

One of the prime movers in going public with the committee's findings this year was Lotte Bailyn, chair of the MIT Faculty. “What's going on here is going on all over the country,” contends Bailyn. “We're just putting it on the table.” She notes that the work of the women behind the study demonstrates nonlegal avenues to improving treatment of women in higher education. “Litigation usually improves an individual's situation, but it won't get at the systemic problems,” says Bailyn. “It's really the patterns that need to be addressed.” What is new and different



Recommendations of the Committee on Women in the School of Science at MIT

To Improve the Status of, and Ensure Equity for, Senior Women Faculty

- Make the Committee on Women Faculty a standing committee. The Committee should: Maintain and open channels of communication between department heads and women faculty; collect equity data each year for inclusion in a written report, and disseminate a summary of the report to the MIT community; and raise community consciousness about the need for equity.
- Seek out women for influential positions within departments and in administration, including as department heads and as members and chairs of key committees. Involve tenured women faculty in the selection of administrators and consult with women faculty to ensure the continued commitment of administrators to women faculty issues.
- Review the compensation system which has been shown to impact differentially on salaries of men and women faculty in recent years. In particular, review reliance on outside offers to show salaries should be increased. Review salary data and distribution of resources annually for gender equity.
- Replace administrators who knowingly practice or permit discriminatory practices against women faculty.
- Watch for, and intervene to protect, the isolation and gradual marginalization of women faculty that frequently occurs, particularly after tenure.

To Improve the Professional Lives of Junior Women Faculty

- Take proactive steps via department heads and the Committee on Women Faculty, to promote integration and prevent isolation of junior women faculty.
- Address the childbearing issue for junior women faculty—make the policy on maternity leave and tenure clock uniform throughout the Institute, and make the policies widely known so that they become routine, and take steps to change the presumption that women who have children cannot achieve equally with men or with women who do not have children.

To Increase the Number of Women Faculty

- Advise department heads to place senior women faculty on appropriate search committees.
- When hiring faculty, don't overlook women candidates from within MIT, particularly in the fields of mathematics and chemistry where the number of women candidates is small.
- Inform department heads each year that conscious effort is needed to identify and recruit outstanding junior and senior women faculty from outside MIT.
- Address the family-work conflict realistically and openly, relying on advice from appropriate women faculty, in order to make MIT more attractive to a larger pool of junior women faculty and to encourage more women students and postdocs to continue in academic science.

about the MIT report is that "it tries to understand the dynamics that are causing the problems and at least begin to address them."

Their Voices Were Heard

The MIT women succeeded because many of the 15 women involved in drafting the report and sharing their stories of discrimination had all been at the institution for the same amount of time and were about the same age, according to Hopkins. "They were all from different departments, but many had the same story," she explains. "I saw how deep this went. We became close. It was a sort of salvation of the spirit."

Hopkins and Bailyn point to several key factors that made their case:

- the integrity and leadership of the women involved,
- a strong focus; in this case, gender bias, and
- an administration willing to look at the issues and act to correct them.

Hopkins emphasizes that keeping the agenda limited to gender bias was central to getting the administration to act. "Often when people try to fix a problem, their agenda is too broad to remedy," she notes. In addition, involving those who were deep within the system, usually men who are either current or past administrators, was very important. "These men became advocates," says Hopkins.

"I think it took a lot of effort on the part of Dean Birgeneau to convince department heads that MIT needed to change," says Hopkins. For his part, Robert Birgeneau, dean of the School of Science, admits he encountered "some difficulties" initiating the process to correct discriminatory practices. "At some level, people had to admit they had discriminated," notes Birgeneau. "This is a difficult thing to get department heads to admit."

Using one of the retreats in which he and the department heads participate every year, Birgeneau described the situation and discussed the data gathered which delineated unequal treatment of women in the School of Science. "We saw this problem [of discrimination] as systemic, not something that happened to only one or two individuals," says Birgeneau. "At MIT people were reluctant to accept this because the institution has led the way in appointing women to the faculty and in graduate education of minorities." He admits that he hadn't realized that the number of women faculty had remained constant for 20 years. After the Women's Committee was initiated in 1996, female faculty hires have increased 50%.

What made the dean press for change and compliance? "I was raised to feel people should be treated fairly," he says. He credits Hopkins with helping him understand the situation. "Nancy made it clear that the women were not being treated fairly," he says. Birgeneau notes that women scientists at other top universities have contacted him and described situations in which they were discriminated against. "They've told me they wouldn't want anyone else to have their lives. These are people in the top one-hun-

Number of Women (F) vs. Men (M)— Undergraduate to Faculty in the School of Science, MIT 1994*

	Biology		Chemistry		EAPS	
	F	M	F	M	F	M
Undergraduates	147	142	59	53	7	9
Graduate Students	101	118	73	176	67	121
Postdocs	27	57	20	71	3	21
Faculty	7	42	2	30	4	35

	Brain and Cog.		Mathematics		Physics	
	F	M	F	M	F	M
Undergraduates	28	23	55	123	40	160
Graduate Students	17	36	17	95	30	267
Postdocs	18	34	2	5	3	12
Faculty	4	19	1	47	4	77

* Data taken from tables provided by Lydia Snover, Planning Office, MIT

dredth of one percent. They should not be made to feel this way," he asserts. Birgeneau points to four factors that he thinks will improve the conditions for women in higher education overall:

- Solving the "pipeline" problem,
- Increasing the number of women faculty,
- Making the lives of women faculty easier through such resources as better daycare, and
- Changing the attitudes of the majority.

"The first three of these are all doable," Birgeneau contends. "I think this problem will solve itself eventually. It's a question of whether it will be in my daughter's generation or in her daughter's generation."

What's Next?

Although the women at MIT feel they are in a better position today than they were three years ago, all agree that the individuals involved had a huge impact on making the process work and implementing changes. What happens when they leave the institution? Currently, the schools that comprise the Institute are establishing committees to work with the deans to examine how MIT can attract more women and eventually other under-represented minorities. "Many people don't see the unfairness. It just seems more proper to have men in certain positions," says Bailyn. "To change this will require a lot of continuous cultivation and the process will have to be routinized."

The entire MIT report is available on the MIT Web site, web.mit.edu/fnl □

women's leadership

Improving Access for All: An Interview with Roslyn Rosen



Roslyn Rosen, the chief academic officer at Gallaudet University in Washington, D. C., has spent nearly three decades promoting education and access for deaf people. She received a B.A. and M.A. from Gallaudet and an Ed.D. in Education Administration from the Catholic University of America. Rosen's varied positions have included national project director of Special Schools of the Future, Dean of Continuing Education, and tenured faculty member in

the Department of Administration and Supervision at Gallaudet. She has also served on the board and as president of the National Association of the Deaf, and as a board member of the National Captioning Institute and the World Federation of the Deaf. In her current position as senior vice president for academic affairs, Rosen oversees a \$43 million budget and 10 deans/executive directors responsible for Education and Human Services, Communications, Arts and Sciences, Management, Undergraduate Studies, Graduate Studies and Research, Continuing Education and Regional Centers, Library, Learning Technologies, and Student Affairs.

OCWW: What goals did you set for yourself when you began your career? What obstacles have you encountered and how did you overcome them?

Rosen: The world was completely different when I set off for Gallaudet University, the world's only institution of higher education for deaf students, in the late 1950s. Being a deaf female in that era, my goal was to find myself a husband, have passels of kids, and live happily ever after as a housewife. Fortunately for me, the women's movement began in the late 1960s, paradigms shifted, and my husband and I rethought our goals. The result was my going for a graduate degree and a career, with my husband's full support, when the kids began kindergarten. Obstacles consisted primarily of negative attitudes and obsolete mindsets regarding the abilities of women and deaf people. Being open, remaining flexible to change, continuing education, and maintaining interactions were some ways to overcome them.

OCWW: Role models and mentors are often cited as an important factor in achievement. Who were (are) your role models and mentors and why?

Rosen: My mother, who is also a deaf person, was my primary and most important role model. There was a paucity of deaf female role models in

the 1950s and 1960s. When I first started out in college and in the deaf community, deaf male leaders and scholars were my role models and mentors. They helped me with inside information, job leads, and advancements; I moved from vocational rehabilitation counselor to teacher, dean and educational administrator, and worked within national organizations such as the National Association of the Deaf, where I eventually became president. I also devoured books that portrayed "virtual role models."

At one time or another, I have used different approaches to mentoring, both as a mentee and a mentor. Each has great value. These are: individual role-like mentoring, heterogenous mentoring with someone different from yourself, and group mentoring with a few persons with shared interests or roles.

OCWW: Why did you seek your current position? What does your position enable you to do that you wouldn't be able to do otherwise?

Rosen: My heart was and will always be in the classroom, where the students and so much potential resides. I get my energy from students. However, because I believe that I can make greater contributions, which will benefit even greater numbers of students, on the policy and resources levels, I sought increasingly responsible leadership and administrative roles, both within the university and the community. As the chief academic officer, I collaborate with others within the academic community to create, shape, and implement visions, goals, and strategies. From my "bully pulpit" I can share agendas and values to advance us all. I can advocate for the development of quality throughout programs, the importance of clear communications and bilingual fluency, diversity and multiculturalism in both the academic community and the curriculum, total access and rights for everyone, creation of online courses, faculty development, and so on. The position also enables me to be part of the inner circle with the President and his council, and to advocate for a better future for us all.

OCWW: Networking is an important aspect of advancement. How have you gone about developing a professional network?

Rosen: There are different layers of networks for the diverse roles I have, within and outside the university. Examples are the council of deans, deaf professionals, female professionals, professionals of color. Staying in touch both professionally and during "down times" during meetings or conferences is important. My colleagues have become my friends. I am a member of the Metro Washington D.C. Consortium of Universities Council of CAOs, where I served as a chair for two years.

The paucity of deaf female role models has instilled in me the commitment to support and encourage young deaf females on the job and in leadership roles within different organizations. My authenticity as an academic leader comes not only from my credentials and experience but also from who I am—a deaf female who "has been there and moved on and up."

OCWW: Discuss how the opportunities for advancement and leadership differ at institutions without a specialized mission such as Gallaudet?

Rosen: Public laws require access to colleges of choice for students and qualified employees everywhere, however there is a significant difference between simple access and quality, between focusing on treading water to stay afloat and experiencing soaring exhilaration, between opportunity and commitment, between maintaining programs and ensuring success, between getting a degree or job and getting a value-added degree or job. It is the difference between having to prove yourself as a deaf person to other people and developing your fullest as a person who just happens to be deaf.

Gallaudet University is committed to deaf and hard of hearing people. Because of this, the environment and expectations include more access and opportunities. More than that, the environment exemplifies high quality in terms of visual access and informed interactions. The academic community has the critical mass needed to model, to nurture, and to support students and employees towards ever greater aspirations with typically limited resources. This is true for different colleges with such specialized missions.

OCWW: *Integration of race, physical abilities, gender, and so on has become the aim of many institutions in the last decade. Women's colleges, for example, are slowly disappearing. How do specialized institutions, particularly Gallaudet, fit into this mix? What role do they play in sensitizing the community at large to the talents and abilities of their students?*

Rosen: As long as success hinges on specialized settings and approaches for some, these specialized institutions will and should exist. Special institutions such as Gallaudet have become household words and showcases for exemplary programs that develop the capabilities of diverse populations. They personify commitment to diversity and abilities. When the Gallaudet University community in 1988 protested and prevailed in getting, for the first time since 1864, a deaf person, I. King Jordan, as President of Gallaudet, the effect was to bring attention to our abilities, not our disabilities, and to change the world order, which subsequently led to the passage of the Americans with Disabilities Act in 1990.

OCWW: *Discuss the importance of developing learning environments that are effective for those with special needs.*

Rosen: Specialized institutions create level playing fields for fledgling players in the arena of life. With the opportunity to be an equal player on the field itself, whether it be in classrooms, in co-curricular activities, or in social events where the unwritten curriculum unfolds and interlocks, one can fully explore one's potential, experiment with different approaches, and experience success, which all contribute to self esteem and self-actualization.

Moreover, the most valued resources of these specialized institutions are the exemplary faculty and staff who serve as knowledgeable role models and mentors for students, the unparalleled peer interactions among diverse students with common bonds, and the excellent pedagogies tailored to special learners. At Gallaudet, everything is keyed to the fact that direct communication contributes to educational and emotional success. This includes our values, pedagogies, technologies, faculty development, and even the physical environment with special classroom configurations and sizes.

OCWW: *What is your vision of the educational setting of the future? Will specialized institutions no longer be needed?*

Rosen: My vision is that specialized institutions will become increasingly needed and vital in today's rapidly changing and increasingly competitive world characterized by difficulties in interpersonal interactions. While 2,200 students at Gallaudet University may constitute a relatively small percentage of the total population of deaf and hard of hearing college students, Gallaudet, in

fact, graduates more than 50% of the total number of deaf and hard of hearing bachelors degree recipients each year. The same is true for a number of historically black colleges and universities. Our graduates go on to both advanced studies and excellent careers. They become ambassadors and leaders in communities throughout the nation and world.

While educational settings may change radically in the future with asynchronous education and technologies, qualified people and nurturing environments remain the most important and obvious ingredients to success. Pendulums may swing, trends may accentuate one type of setting over another at different times, but choices must remain in place. □



in brief

S&E Degrees to Women, Minorities on the Rise

The number and proportion of women and minorities enrolled and earning undergraduate and graduate science and engineering (S&E) degrees continues to increase, while the number of white men doing so is decreasing, according to a National Science Foundation (NSF) report, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998*. Between 1982 and 1994, the percentages of black, Hispanic, and American Indian students taking many basic and advanced mathematics courses doubled.

The report, produced by NSF's Division of Science Resources Studies, also includes results from the 1996 National Assessment of Educational Progress (NAEP) which show that the "gender gap" in mathematics achievement has, for the most part, disappeared.

Despite these gains, women, minorities, and persons with disabilities remain under-represented in science and engineering fields, according to the ninth in a series of Congressionally mandated reports on the status of women and minorities in science and engineering.

Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998 documents both short- and long-term trends in science and engineering education and employment. It does not endorse or recommend any policies or programs. Among its findings:

- Women scientists and engineers are more highly represented in some science and engineering fields than in others. For example, women make up more than half of all psychologists and 47% of sociologists, but only 12% of physicists and 9% of engineers. Women are also less likely to be managers if they work in business. Women Ph.D. scientists and engineers are more likely to work at elementary and secondary schools and two-year colleges, and less likely than men to be tenured.

The complete report is available on the NSF website at: www.nsf.gov/sbe/srs/nsf99338

Update on SAT profile

The College Board reports that 1998 college-bound students were more racially and ethnically diverse, more eligible for college credit prior to enrollment, and had higher grades than their predecessors, but disparities in academic preparation, test scores, and other factors are growing across subgroups.

"Women who take the SAT are still getting higher grades than men in high school, but grades are not uniform across subjects and represent much more than reasoning skills and academic achievement," says Gretchen W. Rigol, vice president of Guidance, Access, and Assessment for the College Board.

Although women are taking more math and science courses, they still take fewer advanced mathematics courses and more arts/music courses

than men, producing an overall grade average of 3.30, above the 3.14 average for men. According to Rigol, "[In 1998] women surpassed men in the study of chemistry and are now only 2 percentage points behind men in precalculus and 4 points behind in calculus. This is the kind of progress that opens doors to challenging courses and careers."

Rigol also notes that SAT scores predict college grades "a bit better for women than for men." The higher a student's SAT scores, the more likely he or she will graduate from college in five years.

Like the SAT population, the Advanced Placement population is primarily female and growing in racial and ethnic diversity. In large cities, rural areas, and three other locations tracked by the College Board, average SAT scores of AP graduates are above the averages for the SAT population at large.

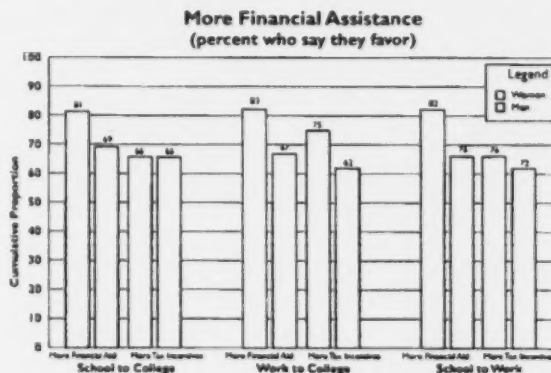
Women's Colleges Among "Most Wired"

Three women's colleges are among the top 100 most wired colleges in the U.S. according to a survey by *Yahoo Internet Life* magazine. Smith College was ranked 30th, Sweet Briar College ranked 79th, and Wellesley College came in at 88th. The "most wired" survey examines all aspects of a wired campus—network infrastructure, availability of technology services, e-mail and Internet use, and administrative services—but focuses primarily on the academic benefits of using the Internet.

For Women, Money Biggest Obstacle to Education

More money for postsecondary education and financial aid options are the keys to helping women continue their education, according to *Gaining a Foothold: Women's Transitions Through Work and College*, a new study published by the American Association of University Women Educational Foundation.

Increasing debt to attend schools is an unacceptable trade-off for many women. Because of the growing number of nontraditional students more flexibility is needed in offering financial aid. "Financial aid should no



—From *Gaining a Foothold: Women's Transitions Through Work and College*

longer be designed solely according to the prototypical 'college student' who is 18 years-old and directly out of high school," the report states. More user-friendly financial aid information was also cited as an important factor in making education more accessible.

The report, which examines the differences and similarities among groups of students making education-related transitions—school to college, school to work, and work to college, finds that women have a "dual agenda" for attending college. Women go to college for both economic gain and self-fulfillment goals, yet women in all college-bound groups place more emphasis on self-fulfillment and personal enrichment than do men.

Look for more on this report in an upcoming issue of *OCWW*. The entire report is available at www.aauw.org/research/transitions.html

New Graduate Program in Women's Studies at Towson University

The new master's program in Women's Studies at Towson is an applied program designed to provide and/or enhance skills and knowledge about women and gender in four broad employment areas:

- Women and Gender in the Workplace
- Women and Health (with 3 options)
- Women and the Health Care System
 - Aging and Women's Health Issues
 - Violence against Women
- Women and Public Policy
- Women in an International Context

Encouraged by the administration at Towson to develop an applied master's program, the new program joins a growing number of other such programs in the University's graduate school. "These programs had to be justified by state and regional employment needs," says Sara Coulter, director of the Graduate Program in Women's Studies. "We therefore developed concentrations that seemed valuable to us and that fit the employment studies for the area."

The degree will be useful for students wishing to focus their skills on women in a variety of public and private organizations—leading to their first job, a transition from volunteer to paid employment, a change in career paths, enrichment of skills in an existing job, or preparation for more advanced graduate work for a Ph.D. The course work (36 credits) requires a core (15 credits) of Women's Studies courses in theory, difference, research, and communication skills before entering the concentration (15 credits) and completing the degree with a thesis or internship (6 credits).

For more information contact the Women's Studies Graduate Program, Towson University, 410/830-2660.

Continued from page 4

transition from all-women's to co-ed college had occurred. "Things had settled down by the time I arrived," he says. "When I attended Vassar there was a lot of individualism and not too many entrenched traditions," notes Bharucha, now associate dean of the faculty at Dartmouth. "There was no pressure on anyone to feel they had to conform. This made for a seamless transition. This is not to say that the school's historical legacy isn't important, but had Vassar not gone co-ed it wouldn't have been in character for this progressive institution."

The key aspect to creating an environment of equality at Vassar was "not reshaping itself into a traditional male school," Bharucha contends. "Vassar has a distinguished and unique history as a pioneering institution that provided opportunities for women at a time when women's options were limited. It didn't try to erase the past. It retained its zest for individualism and its progressive nature. The kind of men Vassar attracts are those who are secure with themselves as individuals and secure in relating to women as equals in a working, learning, and living context."

In contrast to Wheaton, Vassar has not developed any programs that focus solely on the needs of male students to support them in the Vassar environment. The most overt action to support men has been expanding sports teams and upgrading athletic facilities on campus. But as Associate Dean of the College Ray Parker suggests, because Vassar's history is steeped in fighting for equality, "it would be contradictory if the school did not create an environment in which both women and men felt welcome. I think it's easier for a women's college to embrace equality than for a men's college because the dominant culture is more ingrained on a men's campus than a women's campus."

Few tangible details of Vassar's legacy as a women's school are conspicuous. The school does offer a single sex dorm for women, but as Parker notes during his 14 years on campus there were several years when "we had a hard time filling it and had to assign women to the dorm."

1999 graduate Austin Brown says he made the decision to attend Vassar because of its liberal arts curriculum and because no core courses are required. "The history of the school had nothing to do with my decision to attend," Brown says. Once on campus, the 60% women/40% men ratio was "a non-issue" except in the classroom where seats were filled more with women than men. He adds that Vassar's 50-50 split of male and female professors and the school's "recognition of each and every person's needs" created an environment of equality. "Initially, I was more surprised that men were treated equally," he says.

Those interviewed note that individuals unfamiliar with Vassar still think of it as a women's college. "When you encounter a comment like, 'Oh wasn't that a girls' school,' it's a testament to the school's history," says Bharucha. "It's [the transition to co-ed status] more of a curiosity for those outside of Vassar than those involved with the school," he says. "On a day-to-day basis people at Vassar are concerned with the business of educating students. They don't think about it." □

Continued on page 16

for your bookshelf

Humanities

Women and Autobiography, edited by Martine Watson Brownley and Allison B. Kimmich (Scholarly Resources Inc., 1999). The essays contained in this volume examine the genre of autobiography with a gender lense and provide a historical overview of trends in feminist autobiography criticism. Taken together the 10 essays and four excerpted autobiographies suggest that women have a long history of producing evocative, engaging stories in spite of the obstacles they have faced as writers. \$17.95, paper. (Scholarly Resources Inc., 104 Greenhill Ave., Wilmington, DE 19805-1897; 800/772-8937).

A Map of Hope: Women's Writings on Human Rights, An International Anthology, edited by Marjorie Agosin (Rutgers University Press, 1999).

This anthology, which opens with a foreword by Mary Robinson, United Nations High Commissioner for Human Rights, presents a collection of 77 literary works documenting the ways women writers have spoken out on human rights. Contributors include: Rosario Castellanos, Marguerite Duras, Anne Frank, Barbara Kingsolver, and Adrienne Rich. The volume's poems, essays, memoirs, and brief histories examine the horrors of war, prison camps, exile, and domestic violence and offer expressions of hope and confidence for a world where justice and equality are possible. \$19.00, paper. (Rutgers University Press, 100 Joyce Kilmer Avenue, Piscataway, NJ 08854; 800/446-9323).

On Women Turning 70—Honoring the Voices of Wisdom, by Cathleen Rountree (Jossey-Bass Inc., 1999). This collection of interviews provides insights and wisdom from 16 women who have refocused thinking about

women and gender in the late 20th century. Their accounts of what it's like to have lived seven decades are funny, poignant, and revealing. In her introduction Rountree encourages readers to "encounter new role models for aging more exuberantly, for becoming more faithful to yourself, for becoming more authentic. As Betty Friedan said, 'The rest of your life is just where you want to take it.'" \$25.00, cloth. (Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104; 800/956-7739).

Daughters of Thunder: Black Women Preachers and Their Sermons, 1850-1979, by Bettye Collier-Thomas (Jossey-Bass Inc., 1998).

Thomas presents 38 sermons that illuminate the historic struggles of African American women preachers as they fought for both civil rights and a voice within their own church. Their themes range from racial and gender discrimination in the church and society to the tenets of their shared theology. While never denying the reality of human suffering, these women offer powerful messages that all humans can overcome the imperfections of the world.

\$25.00, cloth. (Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104; 800/956-7739).

Social Sciences

Dangerous Intersections: Feminist Perspectives on Population, Environment, and Development, edited by Jael Silliman and Ynestra King (South End Press,

1999). This collection of original essays by feminist scholars and activists offers a multicultural, international perspective on major global issues such as the environment, development, and population control. A project of the Committee on Women, Population, and the Environment, this work provides alternative voices and approaches to conven-

tional policies that focus on the fertility of poor women of color as the primary threat to the planet's ecological viability. \$20.00, paper. (South End Press, 7 Brookline Street, Suite 1, Cambridge, MA 02139; 800/533-8478).

De Colores Means All of Us, by Elizabeth

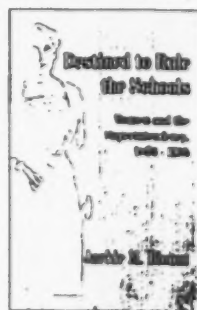
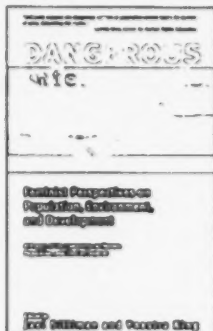
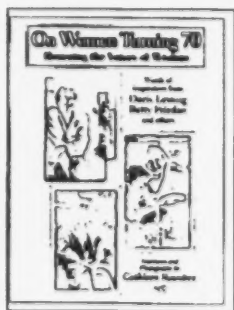
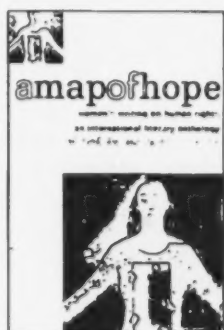
Martinez (South End Press, 1998). Martinez recounts and critically analyzes the pivotal struggles of Latino/a people as they fought against White

Supremacy, patriarchy, and class domination. Her 30 years of experience in movements for civil rights, women's liberation, and Latino/a empowerment convey unique insight and hope as the 21st century approaches. \$18.00, paper. (South End Press, 7 Brookline Street, Suite 1, Cambridge, MA 02139; 800/533-8478).

Destined to Rule the Schools: Women and the

Superintendency, 1873-1995, by Jackie M. Blount (SUNY Press, 1998). Blount tells the story of women and school leadership in America from the common school era to the present. She explores how power in school employment has been structured unequally by gender and examines how teaching became women's work while administering became men's work. Among its virtues, the volume offers a comprehensive statistical study describing

the number of women superintendents throughout the 20th century and a discussion of the role homophobia played in creating and perpetuating rigid gender divisions in school employment. \$21.95, paper. (SUNY

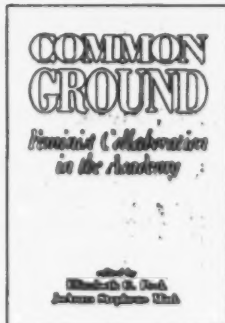


Press, c/o CUP Services, 750 Cascadilla Street, Ithaca, NY 14851; 607/277-2211).

Women and the Death Penalty in the United States, 1900-1998, by Kathleen A. O'Shea (Praeger Publishers, 1999). This work takes an historical look at women and the death penalty and provides a glimpse into the penal codes for various states in which women have received the death penalty. O'Shea also tells the personal stories of the women who have been sentenced to death, executed, or are currently on death row. As issues of race and gender continue to intertwine in the debate over the death penalty, this book provides insights into the criminal justice process as well as the economic, social, and interpersonal factors that influence the life of women on death row. (Praeger Publishers, 88 Post Road West, Westport, CT 06881; www.greenwood.com).

Campus and Classroom

Common Ground: Feminist Collaboration in the Academy, edited by Elizabeth G. Peck and



JoAnna Stephens Mink (SUNY Press, 1998). *Common Ground* raises provocative questions about the dynamics of gender and cooperation at various levels of academia. It describes the transformative power of col-

laboration by challenging traditional notions of single authorship and beliefs about knowledge as individually owned and acquired. \$21.95, paper. (SUNY Press, c/o CUP Services, 750 Cascadilla Street, Ithaca, NY 14851; 607/277-2211).

Black Women in the Academy, edited by Lois Benjamin (University Press of Florida, 1997). In provocative essays exploring the themes of identity, power, and change, 33 black women acade-

mics and administrators from around the country discuss their experiences of life in higher education. These accounts serve both as a handbook for today's black female academics, administrators, graduate students, and junior faculty as well as a call to the those in higher education to respond to the voice of black women. \$49.95, cloth. (University Press of Florida, 15 NW 15th Street, Gainesville, FL 32611; 800/226-3822).



Gender in the Workplace. A Case Study Approach, by Jacqueline DeLaat (Sage Publications, 1999). DeLaat presents case studies of gender-related workplace situations so that students and teachers can explore gender issues in an "up close and personal fashion." The book focuses on five major topics: gender stereotypes about work; gender discrimination in compensation, promotion, and benefits; career development and mentoring; balancing work and family responsibilities; and sexual harassment. The guide can be used to supplement courses in management, gender studies, and social psychology. Instructor's Notes are available for the text. \$19.95, paper. (Sage Publications Inc., 2455 Teller Road, Thousand Oaks, CA 91320; 805/499-0721).



Science and Technology

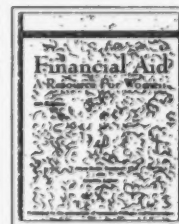
Has Feminism Changed Science?, by Londa Schiebinger (Harvard University Press, 1999). While answering yes to her own question, Schiebinger describes her new book as a "trans-

lation project," that seeks to make transparent critical issues about the place of women and gender in science which are currently under debate. Three problems dominate: getting more women into science, reforming the cultures of science, and opening new questions for research. Schiebinger argues that none of these problems can be addressed without the tools of gender analysis since all three are both institutional and intellectual problems. Divided into three parts, the book examines the history and sociology of women in science, gender in the cultures of science, and gender in the substance of science. \$27.95, cloth. (Harvard University Press, 79 Garden Street, Cambridge, MA 02138; 800/448-2242). □



Correction

In the Spring 1999 issue, the ordering information for *The Science Studies Reader*, edited by Mario Biagioli (Routledge, 1999) was missing. To order, call 800/634-7064.



Don't let the lack of financial resources hamper the pursuit of education. AAC&U's revised *Financial Aid: A*

Resource for Women, 6th Edition by Julie Kuhn Ehrhart and Amanda Lepof is now available. Contact AAC&U, 202/387-3760; www.aacu-edu.org.

Resource update

Calls for Papers

Affilia, the journal of women and social work, seeks papers on "Women and the New American Welfare" that address the effects of welfare reform. The volume will be published in 2000. Submission deadline: Sept. 30, 1999. Contact co-editor Audrey Faulkner, audreyof@verinet.com

The 13th Annual International Conference on Women in Higher Education, which will be held Jan. 8-11, 2000, at the Hotel Inter-Continental, New Orleans, La., requests proposals on issues affecting women in higher education. The submission deadline is Sept. 30, 1999. For details visit www.nawe.org and click on "Conferences." For questions related to proposals contact Diane Calhoun-French, dcf@piglet.jcc.uky.edu

The 33rd Annual Texas Tech University Comparative Literature Symposium, which will be held Jan. 27-29, 2000, requests abstracts on women in the eighteenth century. Submission deadline for one-page abstracts is Nov. 1, 1999. Contact Sharon Nell, director, Program in Comparative Literature, Texas Tech University, Lubbock, TX 79409; SherryD@ttacs.ttu.edu

Thamyris, a journal that focuses on ethnicity, gender, and sexuality to give visibility to the variety of human identities and interests and to create discussion about power, oppression, and resistance, asks for submissions to its special spring 2000 issue, **Overcoming Boundaries: Ethnicity, Gender, and Sexuality**. Deadline for abstracts is Dec. 21, 1999. Contact Gert Hekma, Dept. of Sociology, Amsterdam University, hekma@pscw.uva.nl

The Journal of Medical Humanities seeks feminist and cultural studies manuscripts as part of a change in the journal's focus. No submission deadline. Send inquiries to Brad Lewis, *Journal of Medical Humanities*, University of Pittsburgh Cultural Program, lewisbe@msx.upmc.edu

Conferences

Teaching Today's Students, Oct. 22, 1999, is sponsored by The New Jersey Project. Lee Kniefelkamp gives the opening talk, "Courage, Power, and Vulnerability in the College Classroom." Afternoon workshops include "Teaching to Cognitive and Cultural Complexity," "Coming Out and Leading Out: Pedagogy Beyond the Closet," and "Managing Student Resistance to Learning." Contact The New Jersey Project, 973/720-2296; nj_project@wpc.wilpaterson.edu

Transforming Political and Social Institutions Globally and Locally, New Visions and Strategies of Women's Leadership, the 1999 National Council for Research on Women Annual Conference will be held in New York City, Dec. 8-11, in collaboration with the United Nations Development Programme. For details contact NCRW, 212/785-7335; ncrw@ncrw.org, or visit www.ncrw.org

Feminist Expo 2000, March 31-April 2, 2000, at the Baltimore Convention Center, Baltimore, Md., is sponsored by the Feminist Majority Foundation. Join feminists from around the world to share, discuss, and develop strategies to gain equality in all spheres of life including healthcare, law, business, education, and politics. To learn more, visit the Feminist Majority Foundation Web site www.feminist.org.

The Fifth Southern Conference on Women's History, June 15-17, 2000, is sponsored by the Southern Association for Women Historians, and will be held in Richmond, Va. This conference, held every three years, strives to provide a stimulating and congenial forum for the discussion of all aspects of women's history. Its program seeks to reflect the diversity of women's experiences in the U.S. and elsewhere and to feature the history of women from a wide range of racial, class, and ethnic backgrounds. For further information or to add your name to the conference mailing list, contact Sandra Gioia Treadway, Fifth SAWH Conference Coordinator, Library of Virginia, 800 East Broad Street, Richmond, VA 23219; streadwa@vsla.edu

The Worcester Women's History Project Presents: WOMEN 2000, Oct. 20-22, 2000, celebrating the 150th anniversary of the First National Woman's Rights Convention, held in Worcester, Mass. in 1850. The celebration, will include: a dramatization of the 1850 convention, workshops, keynote speakers, exhibits, and entertainment. Conference topics include women's education; occupations/avocations; government and politics; and health and relationships. Contact Jessie Rodrigue, Project Coordinator, Worcester Women's History Project, One Salem Square, Worcester, MA 01608; 508/767-1852; fax: 508/756-3883.

Resources

The 10th annual edition of the *Minority & Women Doctoral Directory* will be published this Fall, and continues to be a comprehensive national listing of minority and women students who have already received or are about to receive their doctoral degrees. While doctoral students and graduates in all fields are eligible to be listed, masters' students and graduates are also eligible in the following areas: the fine & performing arts, architecture/landscape architecture, urban planning, journalism, and nursing. For more information visit www.mwdd.com

Gender Equity in the Classroom, a video hosted by leading education researcher David Sadker, examines the subtle but potent gender biases in today's classrooms. By using scripted classroom scenes to graphically illustrate biased and equitable teaching, the program is a powerful tool for use in pre-service education classrooms or in professional development workshops.

This program, specifically designed as a training tool, incorporates "stop" points- places where a trainer can stop the tape and conduct an activity to enhance the content. The accompanying "Viewing Guide" provides background information and additional resources.

To order *Gender Equity in the Classroom* and *Viewing Guide*, call 800/639-8879, or email teacherv@wgby.org. The cost is \$69.95. For more information visit www.wgby.org/edu/gender □

Technology

Equity and Access Report Misses Gender Issues

A major study from The College Board, *The Virtual University & Educational Opportunity—Issues of Equity and Access for the Next Generation*, raises a number of questions related to costs, accreditation, and benefits of virtual education, but does not explicitly address access issues related to gender.

The *Virtual University & Educational Opportunity* report concludes that new information technologies may deepen the divide between "educational haves and have-nots" and that public policy must intervene to narrow the "digital divide between whites and minorities, the wealthy and the less advantaged," but no recommendations are made with regard to gender.

"We did not address gender issues, but I do think the 'digital divide' may affect women disproportionately for the same reasons that there continue to be gender gaps in math, science, and engineering," says Lawrence Gladieux, executive director for policy analysis at The College Board and co-author of the report. "To the extent that higher education becomes increasingly Internet/computer-based and enhanced, the digital divide along gender lines could work against the long-term progress of women toward parity with men in educational attainment."

The report outlines the complex issues surrounding on-line technologies and the institutions that use them. Among the report's findings:

- It is unclear whether on-line instruction will produce savings for students. Some institutions are actually charging more for on-line courses than for on-campus instruction.
- Few regulatory barriers exist for information

providers. Students face a spectrum of quality when choosing virtual learning environments.

- Little information exists on how many students actually make use of on-line courses. Without this data, it is difficult to know whether virtual technology is reaching those who might not otherwise have access to higher education, or simply accommodating those who already take advantage of other educational opportunities.
- On-line access is stratified by income. White households are twice as likely as black and Hispanic households to have access to computers and on-line services while those with a B.A. degree or higher are about four times as likely to have on-line service as those with only a high school education.

The study also found that the drive to develop an on-line presence at an institutional level is intense. "There's a frenetic market pressure and nobody wants to be left behind. Much of what higher education is doing is tied to money," says Gladieux who points out that because many institutions lack the faculty infrastructure to support on-line courses they contract with for-profit companies which, in some cases, actually are losing money but obtain equity financing from the stock market. "I'm skeptical of all this because nobody has a good handle on it."

Because the issues are complex and the pace of technological change rapid, the *The Virtual University & Educational Opportunity* report recommends that:

- Government ensure a level playing field and continue to generate research and indicators on the social impact of the Internet. Future research should probe the actual use of technology and how it affects learning opportunities for all.
- Designers of virtual campuses and programs should place access at the core of system design. Access and inclusion should be the goals of implementing new technologies to deliver or enhance instruction.
- The communications industry must "step up

to the plate of social responsibility" and look toward longer-term societal interests.

A future College Board study associated with the organization's centennial will examine higher education and the future impact of Internet and computer-based technologies. Gladieux anticipates that the new study may address gender issues, but admits that they are not on the top of the priority list. "If we do look at gender issues at all, we would do it in this study," he says, adding that he would welcome input in this area.

The *Virtual University & Educational Opportunity* report can be viewed at The College Board Web site, www.collegeboard.org. OCWW encourages readers to contact Gladieux (lgladieux@collegeboard.org) with data on women and technology and to define which gender issues should be examined in the College Board's next study. □

women @ technology

on the web

www.sat.net/~semgem/index.htm—

African American Women On-line provides a place for Black women to share positive images, team work, entrepreneurial spirit, and information on the family, community, and relationships.

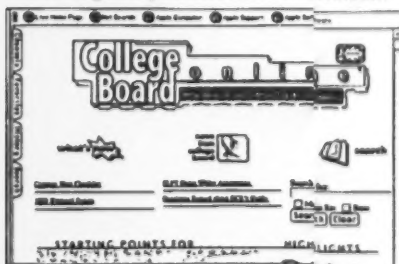
www.cpa.org.uk/ageinfo/ageinfo2.html—

AgeInfo, a searchable database of more than 30,000 articles, books, and reports from the Centre for Policy on Aging in London.

www.ama-assn.org/special/womh/womh.htm—

Journal of the American Medical Association's health site for women which includes news stories, reports from professional journals, and abstracts of other articles.

www.Women-Connect-Asia.com—an online resource network for women living and working in Asia, as well as those in North America who have interests in the region.



Continued from page 11

The Millennium Coin, which will replace the current Susan B. Anthony dollar coin, features Sacagawea, the Shoshone women who guided Lewis and Clark from the Ohio River Valley to the Pacific Ocean and back between 1804 and 1806. Sacagawea carries her infant son Jean Baptiste. The coin represents a number of firsts: This is the first time a U.S. circulating coin will depict a mother and child; the first coin to show a full face rather than a profile; and the first



time a citizen panel helped choose the final coin image.

The process to develop the coin began with the U.S. \$1 Coin Act of 1997. Design parameters set forth by then Secretary of Treasury Robert Rubin specified that one side of the coin must depict a non-living woman and the other side an eagle. More than 120 artists submitted sketches of the Sacagawea coin. The winning designs were created by Glenna Goodacre, sculptor of the Vietnam Women's Memorial, (Sacagawea image) and noted coin designer Tom Rogers, (soaring eagle image). The coins will begin circulating in early 2000 once the supply of Anthony dollars is depleted. To learn more about the coin visit the U.S. mint Web site: www.usmint.gov. □



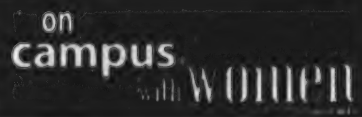
About AAC&U

AAC&U is the leading national association devoted to advancing and strengthening liberal learning for all students, regardless of academic specialization or intended career. AAC&U is committed to making the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education.

On Campus With Women is the quarterly newsletter of AAC&U's Program on the Status and Education of Women (PSEW). With a quarter century of national leadership, PSEW is one of only two women's offices sponsored by a higher education association. PSEW's current priorities are curriculum and campus climate, promoting women's leadership, and disseminating new research on women and gender.

on campus with women

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